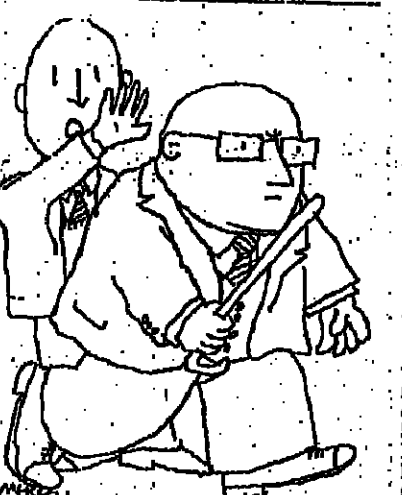


Washington notebook

On New Year's Day the Broncos beat the Raiders at Denver in one of the last playoffs in the American national football conference. These playoffs, padded giant players, pompous girls, beer and puns in the name for the television commercials glued to their tellys over the holidays. Some games last week over four hours and the time differences mean that west coast games follow east coast ones in virtually unbroken succession.

On Christmas Day, the Consumer Product Safety Commission published the latest figures for skate-board accidents: 106,000 people, nearly half of them aged between 10 and 14, were treated in hospital in the year ending June 1977; 28 have been killed since 1975, all either by hitting their heads or being hit by cars. The skateboard boom is estimated to have been worth between \$400 and \$500 million in sales last year.

The principal education issues for federal officials and national politicians this winter are three. First, how, if at all, the vast Department of Health, Education and Welfare should be reorganized and education given a separate cabinet seat as pledged by Mr Carter in his election campaign—the pledge was the price of his endorsement by the National Education Association, America's largest teachers' union. Second, how far should the federal government get tied up in the back-to-basics/standards move-



No, No Headmaster, "Star Wars" not "Staff Wars"

ment which is the fastest-growing bandwagon around. Third, what is to be done about the promise of tax credits for the parents of children at risk, a promise which snakes virtually unnoticed into Mr Carter's tax cut package. It will cost the federal government an immense amount of money and will give that money mainly to the better off. The education lobby would rather see that money spent in other ways but how can such an offer now be withdrawn?

There are plenty of people who would like to see the proposal reorganized. HEW go away. There are those who think health a better candidate for separate treatment with Senator Kennedy hatched prominently to the campaign for some sort of universal health insurance scheme.

There are others who are keen on upgrading education but think this may not be the way to do it. What is to be put into such a department? The President's children? Children of servicemen? Will it be under the thumb of the NEA? If so will that mean a bias against higher education as in Britain? And above all will it mean more money or will money merely be used as a sop to avoid spending?

Just before Christmas Mrs Carter gave the reorganization a plug on the telly. And just before that, President Carter's office of management and budget completed a study of the subject. In Christmas week, members of that group finally turned up on Capitol Hill to discuss the matter with those responsible for putting through any legislation—and were chaired for their dilatoryness. Senator Ribicoff's Bill was introduced weeks ago.

The politicians are in a dilemma, as John Brademas, democratic majority whip in the House of Representatives and long-standing member of the Committee on Education and Labor, explained.

Nineteen-seventy-eight is an election year. The NEA picks quite a punch in many congressional constituencies. How to explain that opposition to the proposals is not opposition to education? Mr Joseph Califano, secretary for HEW, is also against the reorganization but that opposition is somewhat unsympathetically dismissed by the majority who are simply self-interested protection of their patch. "Of course I'm against it. We're talking turf" (his territory).

In the middle of this imbroglio, caught between Carter and Califano, is the commissioner for education under Califano in HEW, Dr Ernest Roper. He is now tipped as favourite for the job if education is separated off, having, the gossip says, outdistanced his rival, the Assistant Secretary for HEW, Dr Mary Berry. He takes it all very calmly. Does he favour reorganization? "I support the administration on that." The things that need doing in education can and should be done regardless of any reorganization, he says.



Football—some games last week over four hours.

And that brings him on sharply to questions of standardizing (finance), to "access" (improving the chances of people with various disabilities getting on through education) and so to standards and to testing. "The single emerging issue in American education is the universal approval for greater emphasis on basic skills," Dr Roper, like everyone else, "could not be opposed to that."

"Anxious aside," he says, "it is a healthy reaffirmation of what schools should be doing. I think schools have not been as careful as they should have been with regard to the mastery of language. When it comes to testing, however, he produces caveats so sweeping that they cannot help but put in question his enthusiasm. Testing is an end in itself, testing used for other than educational reasons, tests which cause confusion about what is testable and what is valuable: all too familiar arguments here.

Dr Roper has his way, the federal government will confine its role to evaluating existing programmes, to examining alternative methods, and to running seminars, "stopping short of developing a national test."

He is, on the other hand, quite happy with state-wide evaluation of pupils' performance. Those testing programmes are not wholly without their difficulties. Reports from Florida in recent weeks show widespread failure by the brightest children, on the maths and reading tests. Apparently these children were unable to believe that the questions were as simple as they looked. They therefore read more into them than was intended and ended up with wrong answers. The state is laying on special coaching to get them through.

The sort of public pressure which is producing this flood of state legislation was illustrated by a banner headline on the front page of Rupert Murdoch's *New York Post* this week: "Are all your children receiving practice for MAT (Maths Aptitude Test) regardless of math program in which the child is being involved? Move on official literacy page 5."

Much of the work of evaluating tests, developing item banks and so on will fall on the National Institute of Education, a federally financed research body with a \$500 budget which is unanswerable directly to Dr Mary Berry. However, just before Christmas, the Institute's director, Patricia Graham, was struggling with a short-term difficulty: how to phrase the letter of transmittal to accompany a study requested by the Congress and now ready. The study, in the form of a but little document called *Violence in Schools—Safe Schools*, was much sought after by the Washington press, with a lack of success which seemed surprising in a city which broke Nixon.

Ms Graham had to decide whether to stress the solid evidence produced by the study that there is trouble in schools, or the tentative evidence also produced that things are getting better. And how should they lay out the letter of transmittal, determining whether a school was violent or safe was its principal?

Ms Graham, ex-professor of education at Harvard and before that dean of Radcliffe, sees standards as the overriding issue. There is, she says, no question that scores on the scholastic aptitude tests used for college admission have gone down. She further speculates that this is the result of colleges dropping their entrance requirements in the 1960s in order to allow greater access to deprived areas and to the movement for more "relevant" studies which overwhelmed the schools at the same time.

Taken with demographic changes which mean that 75 per cent of Americans live in the school until they are 18; that all the past, now expect to earn their living and now jobs for the unqualified have dwindled, the schools are faced with a major challenge. "We have to get everyone up there somehow." Ms Graham has no time for special pleading about how difficult it is given social conditions in the home, etc. She shares, however, Dr Roper's cautious view of national testing during the Senate hearings, for her appointment, she firmly declined to support national tests.

One striking local programme to pull up standards has been developed in Washington itself for the district of Columbia's 185 schools. Vincent, who is large and black and charismatic, was appointed superintendent of schools just over two years ago, the eighth within the district school system. He was a former school principal and assistant in the department for 24 years.

Since he took over things have begun to change in schools universally described as appalling. He has 200-300 local teachers who were invited to volunteer to give up their spare time and were paid extra for

it. They, with people from administration, have been working out a competency-based programme for children from 5-18. Science, last September, was introduced into 29 of the schools, and about two hours of school day.

All the teachers will have six hours training on the new science, unless they are already qualified. Credits: 300 new programme is explained in a channel, a special high school, and science and for science and science.

Programme for gifted children in the regular schools are specially developed and 200 dropouts are now attending schools where their young men can be looked after in a safe environment.

And lest anyone doubt that the 18 schools have been closed for years, 17 teachers sacked and 18 dismissed are beginning to be sent back into the schools. The percentage of dropouts has dropped from 98 per cent to 96 per cent.

How is it done? "Well, you stroke 'em, sometimes you hit 'em, sometimes you hug 'em, according to Mr Vincent. He intends to investigate for a while.

One quiet little organisation which has struggled along with frustration, frustration, frustration, hit the big time with all the basics. The Council for Education still consists of people (two of them men) who are working in New York, New York, New York, Washington, but they are these days with endless regular lectures and broadcasts, not a lecture (so I will) visits to Rhode Island, Bayson and the separately.

Graham, Down, the director rather tiredly expatriate man who left this country in a private boarding school, Jersey 20 years ago. His name, a contributor to the Papers, and even with the recently referring to them as ours. Basic education for the 21st century.

George Wehler is a local think tank—means curriculum on central subjects, maths, science, languages, exclusion of fields. "Educational citizenship?" Wehler says. What children he insists, are the means of training their own destiny and being up to the challenge of the melting pot never would be washing them. Well yes, few disagree with that. But many more dangers and difficulties in the means than the Council.

Looking forward, the prospect is slightly more cheerful. This White Paper, the first to reflect the effects of the oil revenue, gives modest substance to Mrs Shirley Williams's claim at the North of England conference last week that some improvement in education spending might be expected.

Over the next four years a growth of 3 per cent is forecast in real terms despite a fall in the number of pupils of statutory age of over 900,000. The number in higher education is expected to rise by 42,000, and in non-advanced further education—including those sponsored under the Holland programme—by 76,000.

Compared with an overall planned growth rate of 2 per cent a year for all public spending over these next four years, education at 3 per cent over four years appears to be losing ground. But, more realistically, if you look at unit costs, you get a rather different picture. The planned current expenditure per pupil by the end of the planning period, it is being carried through, would represent an increase of 10 per cent for primary schools, nearly 9 per cent for secondary, and 7 per cent for universities. Falling numbers will be pushing up costs in schools so this increase will not represent an equivalent improvement, but for the universities there will still be growth and substantially more cast: the estimates show an increase of 20 per cent. This will not bring unit costs in the universities back to the level of 1973-74, but it will reverse the downhill slide and go more than half-way towards recovering the earlier position.

The lowest increase planned is for further education and teacher training. Here unit costs are expected to rise by only 2 per cent over the whole

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Spending forecasts for an election year?

Total spending on education this year will be 1 per cent lower in real terms than it was in 1973-74, the last year of Mrs Thatcher's reign at the Department of Education and Science.

Figures published in yesterday's public expenditure White Paper show a fall this year of £293m in total spending compared with last year and £89m compared with 1973-74 (all at 1977 prices).

The main cuts have fallen on capital expenditure, which has come down by more than half over the past four years in all sectors of education. Current spending in these four years has risen by 8 per cent but this has still left the total spending down.

In 1977-78, for the first time, current expenditure also shows a fall of £65.6m—from £7,225.4m in 1976-77 to £7,159.8m this year. This is a rather steeper fall than planned. It will be recalled that there was much argument at the time of the rate support grant negotiation about the size of local authority underpinning. Last year the estimated underpinning was about £80m and it looks as if this year could produce a somewhat larger figure.

In current expenditure the brunt of the past four years' squeeze has fallen on the universities. Current unit costs for primary pupils, taking 1973-74 as the base year, have risen by 15 per cent (from £280 to £300) and for secondary pupils by 5 per cent (from £430 to £450). For university students, however, they have fallen by as much as 12 per cent from £3,200 to £2,830.

The other main victim has been the nursery programme. The percentage of under-fives in school in Great Britain, and current spending on them, has been rising steadily. Last year 34 per cent of three and four-year-olds were in school, full or part-time. This year this figure is 36 per cent, and next year it should be about 39 per cent. But the actual number of under-fives in school fell by 6,000 last year, and is only expected to rise by about 1,000 this year.

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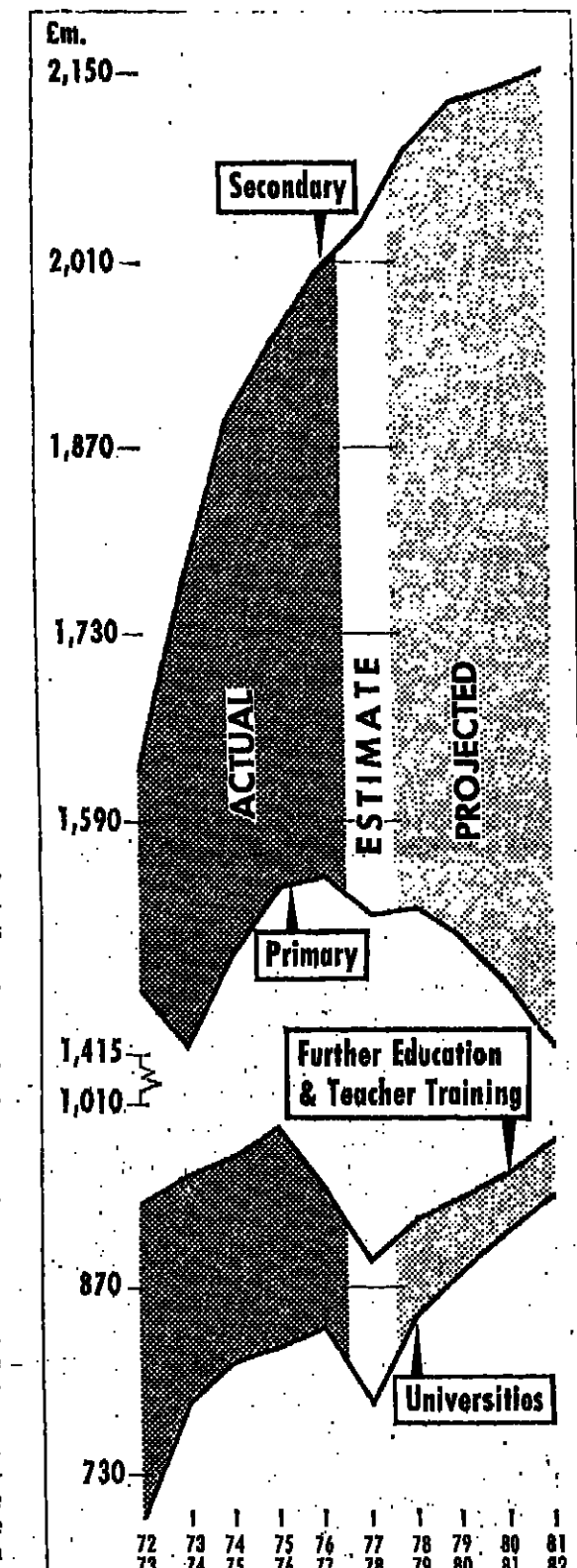
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The lowest increase planned is for further education and teacher training. Here unit costs are expected to rise by only 2 per cent over the whole

period. That is odd. During these years it could be largely that sector which is asked to provide alternatives both to school and work for the rising numbers of 16 to 19-year-olds.

What these forecasts mean in terms of teacher employment is an almost stable teaching force and a continuing improvement in the teacher-pupil ratio. Figures for Great Britain show little change from 515,000 full-time teachers in 1975-76 to 516,000 in 1980-81. In the last year for which the Treasury has drawn up figures there is a return almost exactly to the 1974-75 figure. By that time the pupil-teacher ratio should have improved from 1:19.4 this year to 1:18.3. One of the principal characteristics of these public spending exercises is, however, that the figures become—inevitably—increasingly unreliable as they approach the end of the five-year period.

The Government's *Expenditure Plans—1978-79 to 1981-82*, 2 vols, HMSO, Cmnd 7049-1, 70p, 7049-2, £2.55.



Current spending on education 1972-81 (at 1977 survey prices)

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Unions to push ahead with claim for an extra 12.5 per cent-plus

by Stephen Cohen

Teachers' unions agreed this week to press for a 12.5 per cent pay rise from April 1.

At the same time a claim for an additional 2 or 3 per cent will be lodged with the employers to restore the pay increases lost by teachers earning more than £8,500 a year and to correct various anomalies and shortcomings in the salary structure.

There was a surprising degree of unanimity among leaders of the major unions who were in London for the teachers' panel meeting of the Burnham Negotiating Committee, according to Mr Terry Casey, secretary of the National Association of Schoolmasters' Union of Women Teachers.

Mr Fred Jarvis, general secretary of the National Union of Teachers which put forward the 12.5 per cent figure, said the demand was constructive and amicable.

In addition to 12.5 per cent across the board, the claim will also seek some restructuring of the salary scales.

Mr Jarvis, who is leader of the teachers' panel, said the unions were determined to restore the real value of their members' pay established by the Houghton report four years ago and since then heavily eroded by inflation.

The claim was "in line with what many other groups had received." Pay restructuring sought by the teachers includes:

- Protection against inflation. A safeguarding mechanism would have to be built into a settlement in order to restore differentials lost out to be higher than that existing on April 1.
- Consolidation of the 1976 and 1977 rises.
- Restoration of the pay increases lost by those affected by the £8,500 limit during the pay policy period. In Phase I, these teachers lost a £312 rise and in Phase II they got no increase.

The teachers' panel also wants action on the anomalies of the

Houghton award of May 1974. Some of these have been under discussion with the local authorities for two years and, although agreement has been reached in principle that corrections are needed, there has been no movement to implement them.

The main complaint is over the provision of Scale 3 posts in group 5 schools. These are not allowed at the moment.

Another complaint is about the provision of promoted posts in primary and secondary schools. The points score ranges—the system used to determine how many higher paid posts are available—should be reviewed, the unions claim.

Putting right all the anomalies would cost about 2 or 3 per cent. Precise details are not available yet, mainly because the Trade Union Research Unit at Ruskin College, Oxford, which is advising the NUT, is still working on the figures.

It is clear, however, that the real cost of the claim will be nearer £300m than the £200m which a strict adherence to the Government's 10 per cent guideline would produce.

Mr Casey, of the NAS-UWT, said all the union representatives at the meeting appeared to be embarrassed about appearing to challenge the guidelines. "But we were all anxious to get as full a settlement as the guidelines allow. There was no difference of substance between us."

As talks proceed during the next few weeks, however, it is likely that differences will be shown up. The National Association of Head Teachers, for example, wants the greater part of any settlement to be used to restore differentials for senior members of staff. The NAS-UWT and the Assistant Masters' Association also want a start to be made on sorting out differentials which have been eroded by virtually flat-rate rises during the past two years.

The claim will be put to the management side of the Burnham Committee on January 20.

Trail BLAISEing

Carl Slavia describes how the British Library's Automated Information Service could benefit schools

page 23

Level best

Support for graded proficiency tests in foreign languages at eight levels is growing

page 4

Extra: Travel

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No comment

Memorandum from secondary school head to youth and community tutor

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Managing happily at the DES—Ray Walker. See back page.

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Inching forward on N & F

Nobody should be surprised that the Schools Council has been able to show that the new N and F level exam-forms could be made to work on paper—and a great deal of paper at that. A report on the resource implications of this 18-plus exam did just that this week (page 5). It was the third act in the ponderous build-up to the wide public discussion of the Council's plans for the latest candidates to replace A levels. The first two acts, in the shape of 16 tentative syllabuses, arrived last October and the finale, a working paper said to evaluate all that has gone before and answer some of the basic questions, is due in the summer. After that the Council plans to wait a full year to allow the applause to die away before making up its collective mind.

Mindful of the walls of those who said not enough time was allowed for discussion of the 16 proposals, the Council is clearly taking time and care with this one. There will be those who are heartily sick of words like "consultation" and "debate", not least among them the subject and teacher associations. But the Council has been hours discussing examinations at 16, 17 and 18 plus over the past 10 years. There are those, too, who believe that the result is a foregone conclusion once the machinery of the Schools Council has started on its inexorable way.

To throw a spanner in the works

now would require great skill and determination, although the Secretary of State, whoever that might be in 1979, will still have the option of turning it off at the mains. As was made clear at the York conference on comprehensive reform, the latter so far as the N and F proposals are concerned, so it is the job of those who do not actively oppose them to spell out loud and clear in the coming debate the essential conditions for the success of this radical change.

The Nuffield Foundation's cautious review of these proposals (page 5) makes a start on this, and emphasizes once more the importance of independent groups like the Foundation making their own cool appraisal.

Both Schools Council and the Nuffield reports end with lists of questions. Among these are to be found some of the crucial issues to be answered before the Council reaches its conclusions. Though leaving the most difficult and controversial questions in the air makes it harder for any opposition to muster its forces, the Council will have to answer the questions. Undid loose ends simply give Elizabeth House the excuse to take over.

Chop the DES?

Tyrrill Burgess, John Pratt and Tony Travers, the energetic trio who emanate from the Centre for Institutional Studies at the North East London Polytechnic, have offered Sir James Hamilton and his colleagues the benefit of their advice in the internal management review now being conducted at the DES (page 3). As might be expected, it is couched in provocative terms: "they should aim for a total administrative grade staff of 150 or even less, reducing the size of the Department by one-third."

This seems to have sprung from a desire to shock the Department into listening to the much less startling message of the evidence taken as a whole. This is that the DES should reduce the administrative and political temper of the central government department and concentrate on improving its capacity to carry out those essential regulatory duties needed to monitor and make a success of the working of a decentralized system. In particular, they point to the difficulty now experienced in operating Section 99 of the 1944 Education Act, the ultimate DES sanction against L.E.S.s and voluntary school bodies, and call for a more vigilant use of these sections of the Act which empower the Secretary of State to call for development plans. They actually conclude that one of the reasons why the Secretary of State finds it difficult to "do her duty

under Section 99" is that "the inspectors have stopped inspecting, and the administrators are bogged down with extraneous matters", among them the curriculum, which ought instead to be devolved to the L.E.S.s and school governors.

What it adds up to is a blunt and vigorous restatement of the conventional wisdom about the distribution of powers and functions, and a renewed call for the revival of the Central Advisory Council with new functions as a review body for DES activities. It may not appeal to the present management at Elizabeth House but at least it is an encouraging antidote to the pernicious centralizing tendencies which have come to the fore in recent months. The attack on the Secretary of State's campaign for specific grants is well-merited, as is the persistent suggestion that the first thing to do about the rate support grant is to get rid of the present formula which they say is "understood by only a handful of people inside and without the Department". It is a message which needs to be repeated, and one which clearly how funds flow into the education service. "It is the task of the management review to reduce these centralizing fantasies of Ministers by creating a management which can learn to seek solutions to educational problems through the development of institutions rather than through the growth of central initiation and activity". Well said.

More talk about INSET

Next week the Advisory Council on the Supply and Training of Teachers is sponsoring a national conference on in-service training (page 5). Valuable as the conference may be, however, it is not free of the danger of becoming a holding operation for the extension of in-service training. As Mr. Conrad Rainbow, the Lancashire Chief Education Officer, demonstrated eloquently, it is a fairly simple matter to cut out the word "in" and put in a balanced programme of courses, local and national, which would be a more realistic and effective way of providing in-service training. Where the difficulty comes in is in the practicalities of doing this. Perhaps this is where the discussion ought to lead to a consideration of how a service which has ceased to expand physically, and is

being operated within narrow financial limits, can be so managed that there can still be a conscious willingness to change priorities. Mrs. Williams must now realize that her suggested way of doing this is not a free lunch. The extension of specific grants to be handed out from the centre is not a rubber. But then, it never was in the exaggerated form which the DES put it up. Something much more modest, and more realistic, is possible. Her suggestion, which is bound to resist any generalization to specific grants, might still be willing to allow Mrs. Williams some money. A few million for pump-priming could cover the representation of a foundation which uses the funds to promote local development, which would be a more realistic way of providing in-service training.

From pinstripe to corduroy

D. B. Brewster discusses the clash between management and academia and what it means for business education

Over the past 15 years, a great deal of money and effort has been expended in this country on building up recognized centres for business education, attached to both universities and polytechnics, as well as within other privately financed institutions.

How successful has this been? Are the differences between the pragmatic attitudes of the boardroom and the analytical disciplines of the classroom irreconcilable? Is there such a thing as management science in practice? Speak to the 10 people in responsible positions at various points in the chain of communication that should bind them together, and you may get as many answers.

Twelve months ago, at the age of 47 and 25 years after being awarded a First in history at Cambridge, I had to face the certainty of redundancy from my position as a senior manager in a large international company. At times frustrated and disappointed by the narrowness of viewpoint, the suspicion of "academics" which still prevailed among some of my colleagues, I turned with new hope towards those institutions that had so flatteringly paid me the odd pound (and a guest speaker) at seminars and courses in the past. What about a job? Not a visiting migrant, but a permanent place in the ivory tower.

Hopefully, I could discard the three-piece suit for academic dress (not the gown I remembered, but a corduroy jacket and polo neck sweater). Underneath, I would keep the solid body of someone who had actually made and sold investments for a number of successful companies.

From earning a five-figure salary with substantial fringe benefits, I accepted that my disposable income must drop. But it could be supplemented by a "part-time" position, the profession assured me, by private consultancy arrangements, by an eventual equation between money, security, independence and job satisfaction would work out, if I went and did it. With my combination of academic background and practical experience, I should have the best of both worlds.

I couldn't have been more wrong. This article describes my findings and conclusions in a manner sufficiently dispassionate to itself qualify for a case study in some future business school. It is badly needed, an ironic parallel to the feelings which existed in the other direction, when university graduates, as opposed to ex-servicemen, started to enter commerce in any numbers in the early 50s. This is further seen in that most businesscentric of the late 70s, the 99 per cent ignorant of how the various teaching institutions (nearly all of which did not exist twenty years ago) their curricula, and

their system of awards actually work. Some managers seem to assume that they could do it standing on their heads, they thus make a mistake they did not make in their own careers—selling their personal views without any ideas of the market, its distribution methods and margins.

Having said this, the world of business education must accept that by its nature, it is half between the truly "academic" with responsibility only to itself and that other world with responsibility to shareholders and employees. It could act accordingly for if the science is applied, it is nothing. One of the most frequent complaints about management courses that colleagues of mine have made is that they are too impossibly general, that there is no experience of the real world as back up, and that the case study technique is a conjuring trick, that the previous set have said. The dialectical method is thus, at some point the talking has a stop. Some of the discussions, a definition and methodology, are apparently quite mundane, but are reminiscent of medieval logicians arguing the number of angels who can dance on a pin head.

If these dangers are to be avoided, it must be made clear that it is now for practising managers, if they so wish, to transfer their skills and experience to the classroom. Application forms (and the governing bodies that depend on them) should lay stress on formal qualifications, but also on experience and research work for men who have had no time to pursue them. The manager should accept that he has a lot to learn, and for this reason may be unable to do so for the first couple of years, to pursue private courses. Equally, the colleges should accept that he has a lot to teach, and that, if he has had a successful career up till now, he will recognize and overcome initial difficulties.

This could bring a man business-like attitudes into business education, which still gives the impression of being governed by terms and institutions unconnected with the world of "real" academics, in a rhythm of its own. It could correct the general poor public image which it still has, and the arch-communicators, the advertising profession—who somehow still fail to communicate anything favourable about themselves.

(c) Teaching methods themselves have changed considerably since they received their general education. It could be significant that they tend to talk about going back to lecturing, regarding this as something already accomplished and essentially uncreative. These attitudes tend to show up, and are naturally irritating to people who have dedicated just as much of their career to the process, for far less tangible rewards. Teachers definitely exist. There is an ironic parallel to the feelings which existed in the other direction, when university graduates, as opposed to ex-servicemen, started to enter commerce in any numbers in the early 50s. This is further seen in that most businesscentric of the late 70s, the 99 per cent ignorant of how the various teaching institutions (nearly all of which did not exist twenty years ago) their curricula, and

Letter to the Editor

Material help needed in the classroom

Sir—It is nice to see publicity given to Professor Smith's analysis of the reading process (December 30) but disappointing to learn that he is "not interested in translating these ideas into materials or methodologies". Why not?

I am an infant teacher and believe that the children's first reading materials are vitally important. Once a child has learnt to read in the reception class, it is rare for that child not to become a successful reader whereas the child who leaves the reception class in total bewilderment will often spend the rest of his school days trying to catch up.

I am also surprised that Virginia Makliss does not mention Professor Smith's more recent book, *Comprehension and Learning*, also published by Holt Rinehart & Winston in 1976, in which the message to the teacher is more constructive. The message is that reading, and indeed learning of all kinds, can only take place when the pupil understands what it is all about. Memory functions better when the material is meaningful. The key to meaningful learning is making the child's learning

memorize, but in ensuring that he can make sense of what he is doing. A child will also do well to reread a favourite book until he knows it by heart because "it is through such 'easy' reading material that a child becomes a fluent reader; he learns how to identify words and meanings with a minimum of visual information and to use short-term and long-term memory efficiently. He is practising all those essential skills of reading that are never taught."

This was an approach which I was already using and I was delighted to find theories to fit a practice which was successful in the classroom. I had taught modern languages, including Nuffield French to juniors, before I graduated to infants and found that I was instinctively reading texts to the children and discussing and explaining them before expecting the children to read them.

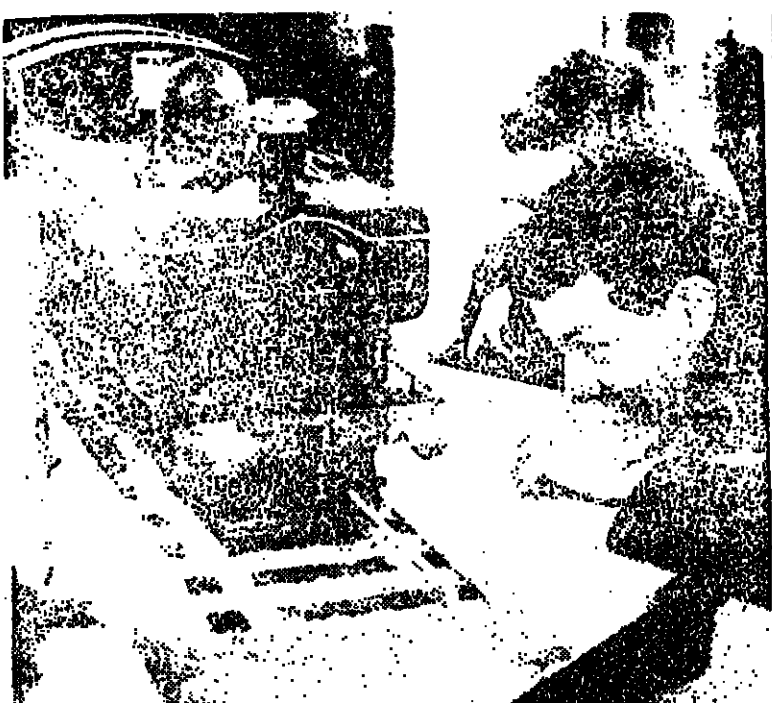
During the last two years I have been devising materials which are meaningful for the reception child because they use the child's own knowledge as a first aid to easy reading. This knowledge is twofold, first, the content—nursery rhymes and fairy tales—second, the language. The tales are transcripts from tapes recorded by infants.

In this way the reception child can use all the adult reading skills he has from the very beginning. He is not having to rely on a look-and-say vocabulary or on decoding using phonics. Indeed, the purpose of this approach, through which material is expressed in language which is familiar to the child, is to solve the puzzle first—to give the child the key to the code rather than presenting him with a problem to solve.

The child is never presented with words or letters before he has met them in a meaningful context. The teacher works down from the story or rhyme and only flashes words and identifies letters and phonetic patterns after they have been met in a meaningful text. I am a warm admirer of Mrs. Smith's book, but, however much one studies the reading process, when a teacher works with a class of 30 children that teacher has to rely on the materials and methodologies to the extent which he needs to advocate.

K. A. TURNER
15, King Road,
Horsham, Sussex

More letters, pages 12, 13



Father takes over at the Model Engineering Exhibition which finishes tomorrow at the Wembley Conference Centre, North London.

Bring in parents, says Labour Party

by Mark Vaughan

The move for greater parental involvement in the running of primary and secondary schools was given one of its greatest boosts this week by the National Executive Committee of the Labour Party.

In their response to the Taylor Report on the management and government of schools, the NEC has welcomed the report as a "major step forward in making schools more democratic and responsive to the needs of the community as a whole."

The Labour Party urges the Government to act on the Taylor proposals because they offer "an historic opportunity" to make all schools more democratic, particularly through a new partnership of the parents in the running of each school.

Election of parents to governing bodies was the most significant proposal in the Taylor Report, according to the NEC. If adopted by all

L.E.S.s it would "at last provide all parents with an opportunity to directly influence the running of their children's schools."

"Such parental influence on the direction of schools is a far more effective way of influencing their children's education than so-called 'parental choice' of schools."

The NEC also want 16 and 17-year-old pupils as well as 18-year-old pupils to be able to serve as governors, although it admits that there are some items, such as staff appointments, which it may not be appropriate for pupils to discuss.

As well as increasing the number of parents and other interested groups on governing bodies, they say governors should also be given more powers. They should be allowed a genuine control of part of the school's budget and must be consulted about organizational, disciplinary and curricular matters within the school, such as streaming and mixed ability teaching.

Politics on schools TV

Schools television has responded to the House of Commons report last year on political ignorance and apathy among teenagers with two new series on politics.

The first *By the People*, for the People on BBC Radio, begins this week and an attempt to interest young people in politics by introducing them to the people involved.

The ten 20-minute programmes broadcast on Mondays at 9.45 am are mainly made up of interviews with councillors, community workers, MPs and ministers. Contributors include Mrs Shirley Williams, Mr Eric Ogden, Labour MP for West Derby; Mrs Sally Oppenheim, Tory MP for Gloucester and Mr Stephen Ross, Liberal MP for the Isle of Wight.

Mr Ross's private members' House of Commons Bill will be used to illustrate the progress of a Bill through Parliament.

The series starts with a local action group and works its way up to ministerial level. The last programme includes interviews with pupils expressing their views on aspects of politics.

The independent company's contribution to political education is *Politics What's it all about?* a new series made by Granada Television, which will begin this summer. Made up of documentary films it will, says Granada, explore "political ideas rather than just political institutions, political action rather than just theory."

Chop DES staff by a third—poly report

The Department of Education and Science should reduce its staff by one-third, says the North East London Polytechnic.

It accuses the DES this week of a "consistent disregard and misuse of the Education Acts" and of having far too great an emphasis on planning.

The comments—from the Polytechnic's Centre for Institutional Studies—are in response to the department's invitation for views on its management review which was begun last year.

"The Education Act," says the centre, "does not require the Secretary of State to plan, and all the

planning activities of the department have been harmful. One important question for the review is how to reduce the functions of the department, so as to make her task manageable and her actions accountable."

If various provisions of the Education Act had been correctly used over the years, the growth of the DES need not have been nearly so great.

Officials are criticised for giving too little help to Secretaries of State and for being "naturally good" at formulating their own problems, which are often irrelevant to the education service and its users—children, parents and teachers.

Too lenient when marking A level maths

by Bob Doe

Marking of A level mathematics by the Manchester-based Joint Mathematics Education and the London University GCE boards was too lenient in 1976, according to a report by the Welsh Board, the WJEC.

In a study of borderline cases between grades B and C in four boards, it says, only the Associated Examining Board was found to be consistently applying the "correct" standard, as judged by panels of expert assessors. The JMB and London boards were too lenient.

On the borderline between E and O grades, both the AEB and the WJEC got the standard right, but the JMB again appeared to be too easy.

Some of the assessors were mathematicians with no involvement otherwise in GCE examining to ensure that an unbiased view was obtained. In some cases, however, there was little agreement between assessors about relative grading standards.

The Welsh report emphasizes that the results are limited to four boards and were based on small numbers of scripts. The assessors' view had been that the differences in grading standards were only marginal.

Report of the interboard cross-modulation study in 1976 advanced pure mathematics by G. S. Bardell published by the WJEC, 245 Western Avenue, Cardiff CF5 2YX.

Race code urged on unions

Secretaries of local branches of the National Union of Teachers are being urged to draw up a code of practice with local education authorities on the activities of racist groups in schools.

The union's executive committee has decided that prompt action from its local officials is needed in cases where extremist groups are active.

Guidelines on possible action have been sent to the officials. These include recommending union representatives to inform heads and local authorities when racist publications are circulated. Heads are also to be asked to inform the police if involvement in racial hatred is suspected.

The code of practice, which the union wants to be agreed between teachers and their employing authorities, would ban the use of schools as meeting places for racist organizations, except during Parliamentary elections when the Representation of the People Act would come into force.

The move is aimed principally at the National Front, which is mounting a recruitment campaign among school children.

Last month the unions said that the aims of racist groups who "by their distorted, inflammatory propaganda, seek to turn one race against another, are totally counter to the aims of schools and of teachers."

The union has already referred the National Front publication *Build-up* to the Director of Public Prosecutions and the commission for Racial Equality.

Signs of a thaw as Euro-funds flow

by Mark Jackson

The Government is to relax the rule under which it has confiscated grants made to local authorities from the European Community funds. It means that education authorities will now be able to undertake some projects for the young unemployed and for other disadvantaged groups.

Under the EEC regulations all grants to public authorities from the social and regional funds have to be paid through central government. Until now the Treasury has pocketed the money, on the pretext that central government contributes to the funds in the first place and is simply getting its own money back. The argument has never been accepted by the EEC officials controlling the funds, by local authorities, or by the Department of Education and Science, whose own officials have in the past quietly advised their Brussels colleagues to give whatever money is available to voluntary organizations instead of local authorities to stop the Treasury grabbing it.

The real reason for their action, Treasury officials have always admitted in private, was their determination to keep total local authority expenditure strictly within cash limits, partly to meet the instance of the International Monetary Fund. The fact that the EEC grants came from outside the UK did not influence the IMF, who were more concerned about controlling Britain's total money supply. The Treasury's formal justification for the clampdown is demonstrated by their readiness to abandon it now that Britain's improved financial standing enables the Chancellor to take a more independent line towards the IMF.

Dropping the clampdown is, in fact, one of the first signs of a general loosening of the stringency of control on public expenditure. No formal announcement will be made until the Treasury has reached agreement with the local authorities on exactly how the European money is to be handled in future.

The end of clawback is likely to make it more difficult for voluntary bodies to get their applications for help approved by the EEC Social Affairs committee, which likes to preserve some kind of rough justice in the allocation of money between member states. One project which is likely to benefit either way, however, is the big training scheme for handicapped school leavers set up by Mid-Glamorgan's education department. Instead of running the courses directly as a council activity, the deputy director of education, Mr W. Alyn Jones, got the authority to sponsor four charitable trusts, which were run with the help of education staff.

In the 18 months that the scheme has been working, local firms and individuals have contributed £75,000 and 41 handicapped youngsters have already been placed in jobs. Now Mr Jones hopes to get a total of £200,000 from the European social fund.

The biggest single grant so far offered for a British project was £1.5m which the Social Affairs committee agreed last June should be paid towards the cost of the Local Government Clerical Award scheme, intended to train unemployed youngsters as clerks. A month after the decision the Manpower Services Commission wrote to say they could not accept the money because they had been unable to get the scheme off the ground. Now, with a much smaller scale programme finally in operation, the commission is going back to the committee to say if it can have some money after all.

Thinking Teachers' Experience...

The following quotations are from teachers experienced in the use of the CoRT Thinking lessons:

"CoRT is just a tool and you have to make it do the job you want it to. . . . You have to make it work for you."

"It certainly stimulated the brighter children. They come out with some amazingly profound things at times."

"One girl who is definitely the most remedial of the whole form has come on tremendously well; she's made a much greater contribution to CoRT Thinking than she has to other things we've done."

"The material provides a most valuable vehicle for the extension and consolidation of formal and informal communication and this, in my experience, is one step in the direction of ensuring survival of effective personal communication through education."

"As they become more effective they find the intellectual exercise rewarding and choose thinking rather than play on occasions."

"... the CoRT Program may be one of the most important tools available to educators for identifying and teaching children gifted in the ability to think, which may be in many cases quite different from and disguised by their ability to perform academic exercises."

"It takes a great deal of time to get off the ground initially because the pupils are not used to thinking, and they don't like it at first, really."

"My experience of teaching CoRT Thinking reinforces my belief that at the present stage of evolution in our educational system the time is ripe for courses in 'Thinking to be introduced as a necessary activity in every school curriculum."

The problems, modifications, adaptations, criticisms and realisations involved in the actual teaching of thinking are described by teachers themselves in "The CoRT Users' Experience", a book that will be published and distributed at cost (£3.00) if there are sufficient orders. Order from Direct Education Services Ltd., 1 Alfred Street, Blandford Forum, Dorset DT11 7HZ.

Step at a time language tests should replace 'illogical' GCE

A radically different approach to examining in modern languages has been tried out with some success, foreign language teachers were told in Birmingham last week.

Graded tests in language proficiency, similar to tests used to assess musical skills are employed. Standards range from below CSE to beyond A level. So far they have been found particularly valuable in providing an aim for the less able, but those behind the new scheme want it to replace CSE and GCE altogether.

The scheme is being tried out in Oxfordshire and North Oxfordshire. Similar proficiency tests are being devised in Inner London, Edinburgh, Hertfordshire and Northumbria.

Mr Brian Page, Leeds University, who has been promoting the scheme for several years, told the annual conference of the Joint Council of Language Associations that the new 16-plus exams proposed by the Schools Council failed totally to meet the needs of modern languages teaching.

An age-related exam was inappropriate to this subject, he said. An exam related to pupils' achievement levels was needed, one that would motivate those not able or not wishing to reach O level or CSE standards.

It is illogical and wasteful to start everyone off on a five-year course when we know most of them will not finish it. By this means we are convincing most of our pupils that they are failures at modern languages.

The range of graded tests gave them the chance of some success after two or three years of language learning. "A surrender value", he called it.

The idea is that levels 1, 2 and 3 would be obtainable by most pupils. Levels 4 and 5 would be roughly comparable in standard, though not necessarily in content, to CSE and O level. Beyond that there would be levels up to about 8.

Besides motivating those who would not gain much from a five-year language course, multi-level tests would encourage pupils to return later to language learning, perhaps after they have left school.

This levels would be the same for all ages, though slow learners might take two years to get to where sixth-formers, taking up a second or third language, might be after six weeks.

The tests are also expected to give a fillip to languages other than French, and perhaps make the inclusion of foreign languages in the common core more feasible. Pupils who had gone about as far as they could with French, for instance, could after two or three years start again with the basics of Spanish, Italian or German and still achieve worthwhile qualifications.

The lower levels would be useful, too, for pupils such as science students, who need a broader range of languages rather than a high level of proficiency in one. Even modern language specialists said Mr Page, might be better off to begin with aiming for level 3 in three different languages.

Teachers concerned in the Oxfordshire and North Oxfordshire Language Teaching Centre at York

shire and York experiments were enthusiastic, though so far the tests were seen largely as an alternative to CSE and O level for those who were dropping modern languages.

"I want very strongly to say that we must avoid the situation where we are dealing only with the less able. It must not become a duffers exam."

Mr Michael Buckley, from the Language Teaching Centre at York

Alarm over Green Paper 'unnecessary'

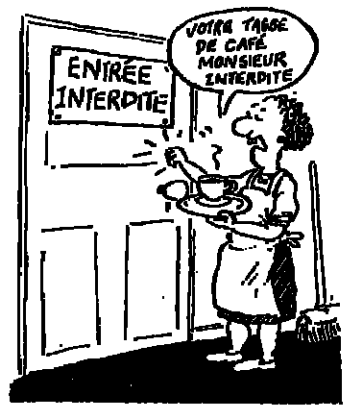
Action on the Green Paper or the Government's review of the curriculum is unlikely to go far beyond gentle reminders to local authorities about "good practice", Miss Sheila Browne, chief HMI, told the Joint Council of Language Associations annual conference in Birmingham last week.

Miss Browne said the Green Paper was not about "one-off programmes of heavy action", and might just result in "a new framework for discussion rather than radical new programmes".

Any action the Department of Education and Science took "should be no more than a limited circular setting out some aspects of good practice, not unlike the circular on information about schools for parents".



If you see a sign "Salle à manger" in a hotel, it means: (a) exit, (b) bathroom, (c) dining room, (d) keep out.



You see the sign "Entrée Interdite". It means: (a) No exit, (b) No entry, (c) Way in, (d) Exit.



You've had a drink in a café and on your bill you see "service non compris". This means: (a) you should leave a tip, (b) you need not leave a tip, (c) the café is proud of its fast service, (d) the waiter does not understand Swedish.

Examples from the new tests: French proficiency, Level 2.

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University, acted as examiner in the (school) experiment which the centre is running. They have gone as far as setting level 2 exams.

"Early signs", he said, "are that these exams are an enormous help to teachers and learners. Teachers are keener now than when they started."

Language learning pools at this level were still relatively restricted. But the pass mark in the exam was set at 70 per cent; 77 per cent of the candidates had passed.

In Oxfordshire a different approach to pupils' achievement levels was needed, one that would motivate those not able or not wishing to reach O level or CSE standards.

On the back it carries something that every exam certificate could well copy—a brief description of what skills a candidate has to show to pass.

At level 2, it says, a candidate must demonstrate an ability to deal successfully in French with the listening, reading and speaking required to: ask the way; shop for food; souvenirs, postcards, etc; go to a café or restaurant; travel by road or rail; stay in a hotel, camp site or French home.

Candidates also have to be able to take part in a simple conversation with a French speaking person who is trying to get to know them. Candidates must finally demonstrate an ability to read short stories and letters in simple French.

Mr Peter Downes, head of Henry Box School, Witney—one of the Oxfordshire schools trying out the new exams—told the conference that for the first time the less able were working at modern languages with motivation and enjoyment.

"They are achieving a level of achievement which is being recognized," he said. "Many of them went on to start a new language in the third year."

For the teachers it was hard work, but clear objectives enabled them to work with determination and purpose. In the past many language teachers saw their main task as teaching the more able.

Departments now had to come to terms with courses that were more limited but worth while for the less able.

One result was the need for more versatile language teachers. As well as being able to teach specialists to O and A level in their main languages, they would have to be able to teach languages like Spanish and Italian to level 1 and 2.

Mr Downes said the scheme had been criticised. It had been called a sell-out, giving up to declining standards and a recipe for mediocrity, but this was unrealistic, he said.

The approach is realistic, and relevant and as near as we are going to get in the near future to the best solution."

There were no such criticisms from the Birmingham audience. Some wanted to know why the exams were not available nationally. They are not likely to be for some little while yet, it seems, though the Schools Council has been asked for backing for further experiments.

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RC's doubt parent power

Parents do not want the kind of participation envisaged in the Taylor Committee report, said Mr F. E. Shields, senior vice-president of the Catholic Teachers' Federation and head of the Holy Cross and St Mary's junior school, Liverpool, last week.

"For the vast majority of parents, being able to choose a school is of far greater importance," he told the federation's annual meeting in Kentworth. "In the much-maligned private sector of education, most parents choose a school because they have complete faith in that school, in its staff, and all the school standards."

"They delegate with confidence those aspects of their child's development which they recognise are the province of the professional," he said. "He did not think the Taylor report would have much effect on those involved in the classroom."

Mr Joe Green, head of the Holy Trinity School, Brentford, was concerned about shared responsibility for the curriculum. "The real

responsibility must remain with head and his staff," he said. Mr Kevin Muir, chairman of National Lally Committee, emphasized the need for a move towards consultation and participation between school, home and church."

For parents, the main issue was how to bring up their children as good Catholics, he said. "It is not for us to know the parents' children's classrooms," he said. "The form is there in the community."

Canon Peter Kelly, a member of the Taylor Committee, said a report should be considered as a whole. Placemal implications could have serious repercussions on voluntary schools.

"Taylor did not set out to destroy what was good in voluntary or voluntary schools, to strengthen them in their good times and to eliminate the weaknesses. We must see the child in this light and take a positive move forward."

PERSONAL COLUMN

John Rae Bad time for bookworms

I have a dream which helps to ease out the last minutes of an exhausting day. I am living in retirement in a Tudor cottage: open fires in winter, wood smokes the crack of logs; and in summer "the wisteria trailing in at the window wide". The cottage is filled to overflowing with books; they line the shelves and window sills, they are stacked in corners and piled on tables. The whole building is barricaded with books.

Secure within, I pass from room to room enjoying the sunorous pleasures of the bibliophile: the smell of books, the sweet smell of paper, and the feel of books, firm backs, the spine's curve fitting flush into the check of my hand. I draw a book from the shelf and open it. The world recedes.

It is—as any competent analyst will tell you—one of those wishful-fantasy dreams that seeks to recapture the perfect adjustment to the world, the free from anxiety and conflict, that we experience in our mother's womb. The dream comes in different forms for different people; for me it is almost always associated with books.

I sometimes wish that a casual acquaintance—an old gentleman met on the train—will move into his library so that I can start lining the walls of the womb straightaway instead of having to fill inches at a time at crippling expense. Without books, I feel naked, uneasy, insecure. It is one of the reasons I hate staying in hotels. In a bare walls give no more protection than the walls of a hospital.

This dependence on books is characteristic of schoolmasters, academics and intellectuals, both of the genuine and pseudo variety. We love books. We love to possess them. We like lending them over to our friends (especially to our friends; they feel under no obligation to return them quickly). We can no more conceive a life without books than a monk can conceive life without prayer. When we try to imagine what sort of people we would have been if we had not had easy access to the literature and history of our civilization, we are overcome with despair.

In all this we are fortunate. We have grown up during a period when books were comparatively cheap. Our modest collections have strained our resources, but at least they exist. Now the costs of printing and production threaten to make the building of even the most modest private library a task for the wealthy as it was in an age when the possession of books was a mark of a man's standing in society. This in turn will mean that there are fewer homes where books are available, that hackneyed but real measure of advantage.

Of more immediate concern to us is the effect of the rising cost of books on the schools and universities. The student starts a degree

course may have to spend £50 on books. In some subjects, expensive dictionaries are required. Initial outlay is greater.

It is no answer to this that university libraries are stocked and open at all hours. It is all the difference between a book that a student always has at his side and the special work he will wish to refer to occasionally in the university library. No doubt the grant is intended to cover the cost of essential books, but it is not intended to make it difficult to make out money without facing the problem of stealing from university libraries. This stealing is unlikely to be confined to those who cannot afford books; the crack of logs; and in summer "the wisteria trailing in at the window wide". The cottage is filled to overflowing with books; they line the shelves and window sills, they are stacked in corners and piled on tables. The whole building is barricaded with books.

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Engineers want 'elite' A levels

by Sue Reid

Two of Britain's major engineering institutions have called for the raising of A-level entry requirements to engineering degree courses in an effort to attract the cream of high calibre sixth-formers into the profession.

The call came in evidence submitted confidentially to the Government's committee of inquiry into the engineering profession chaired by Sir Monty Pimmiton. The evidence is given by the Institution of Electrical Engineers and the Institution of Mechanical Engineers.

The IEE puts a strong case for the development of special "elite" courses to create relatively small numbers of high calibre students with the highest technical competence and those with personal qualities "needed to enable them to reach the highest levels of industrial and commercial management".

These special degree courses should have entry standards suffi-

ciently high to provide a challenge to the most able of Britain's science pupils.

The IEE's submission recommends that consideration be given to raising A-level entry requirements for engineering degree courses, mainly as a means of attracting brighter students, but also to divert a proportion of those less gifted towards more appropriate technical courses.

It rejects the recommendation made last year in the British Association report that university admission requirements be changed to mathematics plus one or more good A-level passes in any subject. But it says: "Before such a step is taken a thorough study of the ability of an undergraduate to succeed in an engineering course without A-level physics or an extra preparatory period of undergraduate study should be made."

Authorities who put their fees up substantially for part-time non-vocational courses in 1977-78 are urged by Mrs Williams not to increase them further. And they are advised that fees paid by students on courses aimed at rapidly changing careers and educational social handicaps should be kept at a low or negligible level.

For the 10 per cent of students on advanced courses which do not attract mandatory awards local authority associations are recommending increases which maintain the income in real terms and continue the move towards uniformity of policy across the country.

About four million students will be affected by the recommendations. But 90 per cent of students on the mandatory awards accompanying higher education courses have all their fees paid as part of the award.

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About four million students will be affected by the recommendations. But 90 per cent of students on the mandatory awards accompanying higher education courses have all their fees paid as part of the award.

Local authority associations will recommend that instead of continuing to pay the full fee for periods spent in industry, they will in future pay only the costs of organizing and supervising the placement.

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"Indeed it has been said that in some respects physics is more vital to an understanding of engineering than maths. The dangers that the BA recommendations would tend to 'kill off' physics as a subject in many schools should not be overlooked."

Arguing for the earmarking of "special academic establishments" the IEE evidence says: "We believe there is some merit in the concept of developing certain universities or polytechnics to a recognizably high level of excellence in teaching and research; the great problem would be in selecting the ones to receive this distinction."

But it contests the value of introducing four-year degrees for all engineers. Higher academic standards could, says the evidence, be achieved by introducing a five-year integrated programme of education and training. It would be a "ideal way to produce competent professional engineers."—TWB.

Moves on RE 'fatuous'

To abandon specifically Christian education in schools in favour of teaching about the world's principal faiths would be fatuous, Dr Donald Coggan, Archbishop of Canterbury, said last week.

He told a seminar organized by the Farmington Trust, a support body for religious education teachers, that the ocean of world religions was vast, deep and difficult. He doubted whether there was more than a handful of teachers in the country competent to embark on such courses.

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Oxfordshire 'want to ca'

Teachers in Oxfordshire are asked by their unions if they wish to end their dispute with the county education authority over staffing standards.

The National Union of Teachers is holding a ballot, and the National Association of Schoolmasters-Union of Women Teachers is arranging five meetings for its local branches.

An end to the dispute could be in sight. The NUT is recommending its members to accept the offer by the authority to employ 225 more teachers than originally planned for next September.

The NAS-UWT Oxfordshire

Bent on hitting in-service target

Nearly 100 administrators, teachers and lecturers are expected in Bournemouth this week for the three-day national conference on in-service training organized by the Education and In-Service Training sub-committee of the Government's Advisory Committee on the Supply and Training of Teachers.

The conference, as soon after Mrs Williams's announcement that enough money would be allocated in the rate support grant settlement for an extra 1,800 teachers to implement in-service training programmes, is taken as an indication of the Government's determination to reduce the current 20 per cent in-service training by 1981.

Mr Jack Chambers, a teacher at Regent's Park Secondary School, Southampton, and NUT representative on the sub-committee, will argue in a paper that some of the in-service courses in institutions of higher education are putting teachers off teaching.

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The NAS-UWT Oxfordshire

Shires warn of hard times

The education service in the shire counties could be greatly weakened in the coming year as a result of the rate support grant settlement, Mrs Williams, the Education Secretary, was warned this week.

A delegation from the Association of County Councils met the Education Secretary and Mr Guy Barnett, Under Secretary of State at the Department of the Environment on Monday to complain about "misleading statements" surrounding the distribution of the 1978-79 grant.

The ACC told the Government that 45 out of 47 shire counties were "losers" in

Step at warns: 'look shq' for rigging'

A Taylor report recommendations could leave the way open for "rigging" the governing bodies of schools, Mr Tom Taylor, chairman of the committee of inquiry, admitted last week.

At a joint meeting of the primary and middle school sections of the NUT education conference in London that Parliament decided to accept his recommendations, they would have to be careful how they drew up the ways in which the fourth element of the proposed partnership—representatives of the community—were chosen.

"In certain cases this could be rigged. But it would be absolutely wrong. This will have to be watched very carefully."

Earlier Mr Taylor attacked people who had criticised his recommendations without reading his report. "It is interesting to me how professions like the teachers, which I have always held in great esteem, can criticise a report when they know jolly well that nine-tenths of its membership have never read it. I find this very frustrating."

Mr Geoffrey Noakes, registrar for education at the CNA, told the university and college of education section that field experience could

be considered as a fifth element of teaching training—in addition to education theory, professional skills, a subject area, and teaching experience.

"It is patently necessary for linguists," he said. "But it also has applications in other fields. It would be industrial placement, or the establishment of urban studies centres which could give student teachers a first-hand knowledge of those kinds of social backgrounds where their main problems will be in communication rather than curriculum."

CNAA-validated courses now constituted about a half of teacher training and education in England and Wales. "We do not see a monopoly. We can all learn from an exchange of experience. . . . It seems that collaboration across the binary line is a good idea in teacher training and education as well as in other fields."

It was not a time for easy optimism. "But there are encouraging signs, such as the move towards an all-graduate profession, the recognition of in-service training, the increasing confidence of both students and institutions."

Wanted: a survival kit

Teacher training establishments must strengthen their links with industry if the training of teachers for the 16 to 19 age group is to be successful, the University Department and College of Education section of the NUT education conference was told last week.

Mr A. L. Davies, principal of the W. R. Turner College, Preston, said that however difficult it might be for them, colleges would have to develop much stronger links with the Manpower Services Commission and the Training Services Agency.

"They would have to have a wider knowledge of technology and industry and a clear picture of the edu-

cational framework of the further education colleges. . . . Teachers need a new breed of teacher trainer to give the young teacher a new kind of survival kit before going into the classroom."

● The primary schools section of the conference called on all local education authorities to provide nursery places for all three to five-year-olds. An amendment which demanded that the places be full-time was defeated.

The motion said that many I.E.A.s had failed to recognise the importance of nursery education, and demanded that it should be the statutory duty of all authorities to provide it from the age of three.

Association for Science Education

Time has come to de-mystify science, says Mrs Williams

Announcing a new drive to revolutionise science teaching, Mrs Shirley Williams, Secretary of State for Education, told members of the Association for Science Education at their conference in Liverpool last week that she wanted their help in revising the curriculum.

Her aim was to get more scientifically educated young people into industry and to achieve a general understanding of scientific principles throughout society. She also wanted to improve the lot of scientists by closing the gap between academic science and maths as taught in the schools and the practical application of them in the workshop.

Emphasizing the urgency of the need to acquaint everybody with scientific method, she said: "We need to demystify science so that even the people who do not understand it now can join in discussions on matters that concern them. This is essential if we are not to exclude

an important part of society from democratic decision-making."

It was also of great importance to ensure that people in high places, the leaders of the various strata of society, were well educated in science matters. "Since there is no area of our lives untouched by science we dare not allow them to continue in ignorance."

Calling for a rediscovery of the intellectual challenge of science, she said: "Too many people in our society think of science as a certainty, the result of a failure to get across the idea of science as an exploration of the unknown."

Children must be introduced to science at a much earlier age, in primary schools "and even in the kindergarten." It was possible to make quite young children aware of the scientific properties of simple artefacts, and she would be pressing colleges training primary school teachers to equip them for the job.

Ask the teachers...

Bureaucracy could stifle efforts to bring schools and industry closer together, said Sir Alastair Pilkington, chairman of the Merseyside Development Company, in his presidential address to the Association for Science Education.

"Industry and education have a joint responsibility to ensure that enough of our best talent goes into science and industry."

The young did not always understand the range of jobs it offered. More contacts between teachers and employers were needed to help correct this. But those had to be

at a local school and company level rather than through large, central organizations.

"My greatest fear is that we end up with nothing more than great wisdom at the centre in some bureaucratic machine."

Though he did not expect teachers to become "propagandists for industry, moulding attitudes was a pragmatic as teaching faces in influencing young people's choices."

The attitude of teachers and pupils were crucial. He called for a survey to find out just what teachers' attitudes to industry were.



Well done, says Shirley

Britain's first local newspaper for unemployed youngsters is being produced in Coventry. The Education Secretary, Mrs Shirley Williams, praised the new publication which she visited the city this week to see projects for the jobless under 19s.

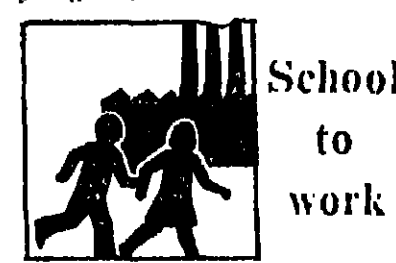
"The eight-page tabloid *Jobhunter* is being published once a week under the joint sponsorship of the education department and the Manpower Services Commission and is produced by professional journalists of the Central Office of Information. It publishes news and features about jobs, training and other projects, and education courses for youngsters, together with details of vacancies and study courses."

It is delivered to each one of the city's 3,000 young unemployed by some of their own group, paid £2 a week for acting as newspaperboys. Another *Jobhunter* youngster, 15-year-old Julie Storer, waiting to start a course in journalism, is attached to the COI's editorial team as a

trainee on a work experience programme.

The commission is providing £10,000 for a three months' trial run. If *Jobhunter* is successful then the commission may consider similar newspapers in other areas.

Mr Robert Aitken, Coventry director of education, says: "It is too early yet to say whether the venture is worthwhile but the paper certainly seems to be popular with the youngsters."



by Mark Jackson

Too many spoons in the jobs broth

Duplication in the job-finding services for young people is criticized in two reports now with the Manpower Services Commission. Overlapping between the commission's own Employment Services Agency and the local authority careers service is wasteful and causes confusion, they say.

The two services look after 16 to 18-year-olds. Some youngsters register with both vacancies are also notified to both. This, say the reports which are based on studies of manpower services in Coventry and Merseyside, is a waste of money.

Young people would be better served, says the Coventry report, if the local education authority taking over sole responsibility for them, by a separate national youth employment service, or by an integrated vocational guidance and placement service for people of all ages.

Any of these options would require legislation. In its absence the two services should share information and the expertise of their psychologists.

The Merseyside study says that although the careers service plays the principal part in counselling, the employment agency registers and places young people. It, too, says, should be encouraged to help smaller firms with know-how and staff.

Integrated work unit schemes should be introduced under which teams of workers trained by the Government could be "sold" as units to expanding companies.

The Community Industry scheme has been valuable, says the report, which asks for a bigger share for which the Government is to provide under the Holford programme. It disagrees, however, with the Holford proposal to continue paying wages on a rising age scale to participants. They should, it says, have the same flat allowance as young people on other projects.

The education service has made "interesting attempts" to bridge the gap between school and work.

Holland, head of the commission's new special programmes for the jobless, served on both groups. The commission has accepted most of their recommendations and has promised to implement them.

Merseyside, an area of heavy overall industrial decline, is primarily concerned to create more jobs, temporary and permanent. Its job creation programme rules should be eased, says the report, to encourage projects which could turn into small firms or self-supporting cooperatives. Present regulations rule out projects which bring in profits.

While the programme has benefited the community and the development of voluntary organizations and has been valuable in providing short term relief from unemployment, the special temporary employment programme which is due to succeed it should aim where possible at creating permanent jobs.

Whole groups of workers made redundant when large companies close, could be helped to form their own joint enterprises.

But the Manpower Services Commission should concentrate on stimulating the private sector to create more jobs. Big companies could be encouraged to help smaller firms with know-how and staff.

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£36.8m left in the MSC kitty

The Manpower Services Commission has spent £36.8m less than it expected on its special measures for unemployed youngsters during the first 10 months of the financial year.

This is disconcerting to Ministers who have been told that money for the year's mission rather than the service.

Until now a clutching for entraining the commission's new programmes has been in this way the Government actually spent on other training.

In fact, the commission has been jacked up its rate of spending since September, but only another £10m by the end of the financial year.

say that this is because of programmes begun at last year have been slow to get into full operation.

Many teenagers became apathetic or rebellious towards religion. "We need something alive to show them that religion is not something dull but can be alive and life-enhancing. We need something more than dry,

The Government's state Great Debate is getting a part from the Confederal British Industry than the TUC. Unlike the TUC's committee, which strongly urged education, the CBI's education committee said that the Green Paper, which reflects many of the views expressed by employers, manifested recognition of

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The CBI endorses the central concern with the need and wants to see a curriculum which includes English, maths, science and physical education followed at least in the fourth year.

Green light for Green Paper

The association declared that local authorities should receive specific grants from central government to spend on education. Mr Elgar Jenkins (Avon) said freedom for authorities to spend money they saw fit was a principle which had to be abandoned.

Councillors were more concerned with keeping the rates down. That meant education came in for cuts.

But Mr Baldwin Davies (Shropshire) said that specific grants would lead to government deciding local education policy. And Mr Robert Leach (Liverpool) said there was no reason why Whitehall knew

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AMA

Call goes out: 'drop morning prayers'

Morning prayers received the "thumbs-down" from the Assistant Masters' Association conference in Cardiff last week. Delegates voted by 101 to 97 against the principal that every school day should start with an act of corporate worship.

Instead, they said, school should begin with an assembly which could include a variety of moral, cultural and religious themes.

There were 34 abstentions on the issue, thus reflecting the divergent opinions of the association's members. In a survey last year 77 per cent were shown to be in favour of a regular corporate act of worship.

The conference decision came after two years of argument on the subject among the 40,000 members.

Mr David Wallington (South-West London) proposed that the AMA should adopt as policy the opinion that the school day should begin with assembly and not worship.

Although a corporate act of worship could be a success in junior schools, he said, it was often meaningless and at worst a travesty in secondary schools.

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Ring fencing inquiry urged

"Ring fencing", a new tactic adopted by local authorities to restrict only from within its existing teacher force, came under scrutiny at the conference. Delegates decided that an investigation should be started.

Mr Cedric Lea (Shropshire) said the policy was being used in areas where there was a surplus of teachers. It was spreading rapidly and although in the short term it might not do much harm, there was scope for an immediate investigation to be started.

Head teachers and governors would be forced to accept results, Mr Lea said. This would lead to a lowering of standards and a loss of equal opportunity for promotion.

Coventry's problem, Mr A. J. Tussler (Northamptonshire) said, was saving fewer workers with money by adopting ring fencing. They spent less on newspaper what its modernized by advertisements and distributed circulars to their own schools instead. Some were extending the fence to include all new recruits except those who had lived or trained in their area.

Young people will not be able to compete with older workers.

Four thousand of the work to the advantage of teachers. —one in four—were not in September, and the rest feared that during the next year their services were no longer required, if they were made redundant of them will be given to someone from new measures to help the industry.

Mr Laurence Smy (Bromley) said the problem with ring fencing was that there would be no cross-fertilization of ideas about the teaching across the country.

By 1981, it reckoned the number of jobs in the industry would be between 175,000 and 190,000 workers. There would be up to 15,000 vacancies or between 15,000 unemployed.

Teachers who refuse to teach disruptive pupils were given the backing of the AMA last week.

Mr Edward Hartley, a member of the association's executive, said the union would support any member who refused to admit unruly children to lessons.

If teachers feel they have to take this action on their own they should be given all the support they need," he told the annual conference.



Better than one: Miss Baird and Mr Hutchings.

Step nearer mistresses

The merger between the Assistant Masters' Association and the Association of Assistant Mistresses came a step closer when the masters voted to recommend members to approve amalgamation in a secret ballot to be held in the spring.

Only one hand went up when the chairman called for abstentions. None was against.

The new union—Association of Assistant Masters and Mistresses—will be formed in September, if all goes well. It will have a total membership approaching 80,000, making it the third largest teachers' organization in the country.

Under the complicated arrangements for the merger there will be two general secretaries, duplication of other officials and an executive committee of about a hundred. Provision has been made, however, for only one full-time general secretary, to be appointed later.

Miss Joyce Baird, who now heads the mistresses, will take over the AMA in September, with Mr Andrew Hutchings, currently general secretary of the masters' association. He has announced his intention to retire at the end of this year, though, and a successor will be appointed by the summer.

Although the two unions could retain their separate identities under the Sex Discrimination Act—all that was needed was for each to open membership to teachers of the opposite sex—a merger has been chosen as the ideal way forward. They are both housed in the same building in London and have shared similar aims for many years.

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Pensions at 60 would open up jobs

Retirement at 60 should be offered to all teachers automatically, the conference decided. Early retirement would increase the efficiency of the teaching profession, provide more jobs for the unemployed and stop good teachers from deteriorating, said Mr David Wallington (London), who proposed the motion.

"If put into effect, it would lower the average age of the teaching force," he said. "It was automatically available, there would be no difficulty in choosing those who would have to go if there were too many teachers."

Dr Michael Stevens (London) said there would be far fewer teachers needed when the fall in pupil numbers really hit schools. Unless there was the option for early retirement there would be a dangerous generation gap in the profession.

The conference also approved a survey of teachers' pensions and a comparison with other schemes. It was felt that the lump sum payable on retirement should be converted into an index-linked pension.

In a third resolution on pensions, the conference agreed that the maximum number of years service needed to qualify for a full pension of half pay should be cut from 45 to 40. No teacher worked for 45 years, it was said.

Mr Bill Harbour (Northern Ireland), said most teachers went on for far too long. They got worse. "The majority of average teachers reach a peak at 57 or 58 and after that time they deteriorate. If you want proof of this, simply ask a headmaster."

"I think this must be the only profession in the world in which it is illegal to earn a maximum pension. No teacher begins work at age 20. None can continue beyond 65 without special dispensation."

Mr Harbour's motion was carried unanimously without debate.

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Teachers—and their unions—have too much say

Continued employment of teachers should depend on whether they were worth employing, Sir Peter Shepherd, chairman of the Shepherd Building Group, told the North of England education conference at York last week.

He accused teachers of being uninterested in, if not actually hostile to, industry, of having no experience of it, or even of the world itself. Many of them—and their unions—had too much say in what went on in schools.

Part-time retirement at 60 for all men—with half the week on unemployment pay at half rates—was one way of reducing the numbers

of unemployed youth, he said. Another would be to make the Employment Protection Act inapplicable to school leavers during their first five years in work. Teachers should accept that increased status and recognition by the public would only develop if they were seen to stand their corner in society.

"They must accept that, as for the majority of people, continuity of employment must depend on continued adequate performance. They must also accept responsibility for developing the pupil's employability."

Educationists did not want to know about industry. "My own group of companies are financially supporting the CBI Understanding

British Industry Scheme. We agreed to accept a teacher for three weeks from November 14 last. The teacher withdrew about three weeks before the agreed date.

"In an area with nearly 6,000 teachers the net result was four teachers from two schools seconded to four other industrial concerns."

The vast expansion of teacher training in the 1960s to meet the age bulge had meant accepting candidates of a lower standard. A high proportion had little or no worldly experience let alone industrial experience. Far too many had never left the educational system.

"They have entered teaching with the prejudices and illusions developed by higher education unmodified by worldly realities. The glass

this gives to their teaching hinders rather than helps the school leaver's prospects of employment and adds to the burdens of his eventual employer."

Teacher unions had too much influence on what he called "product development". This was greater than the normal practice in industrial product development and should be reduced on the initiative of the Department of Education and Science.

There should be more industrial influence on the educational system, particularly on curricula and standards, so that industrial requirements were met.

The problem of youth unemployment could be with us for possibly another five years. One approach

to solving it would be to have adults over 60 the change only half the week, with unemployment pay reduced by 50 per cent for the other half.

The other approach was to encourage the development of the Employment Protection Act, which would have protected the teacher's title. In a rationalized world he would be called the University Creation Act. It is widely recognized as a powerful disincentive to create jobs.

"If full employment is not yet applicable to any one group, leaving school or full-time

Work experience is 'largely useless'

Work experience now arranged by a few schools for their senior pupils was largely useless, Mr John Tomlinson, director of education for Cheshire, told the conference.

To avoid long-term unemployment among young people, he said, a comprehensive programme was required starting not at 16 or whatever age they left school but at 14 and covering the age range right up to 24.

Schools, colleges, training centres, industrial and service employers should all be involved to provide many roads which would give theoretical learning, skill training, personal education and genuine experience of work and the discipline of the workplace.

"But it should involve all, not just the unlucky as at present." For the very intellectual student the course would be much as it was now but still include a year of hard, properly paid and disciplined work in community service.

At the other extreme, for those who would leave at 16 and be most likely to find themselves unemployed there should be planned development from 14 onwards. This should include lengthy and paid work experience inter-leaved with education and vocational training.

Some of the work should be industrial or commercial and some of it community service.

"The community service would have to be organized on a large scale and some of it at least ought to involve residence away from

home. Why not in redundant colleges of education?"

"It would need a radical change of heart among trade unions and employers—more so than among educationists."

Yet, even they would have to accept that much of the contribution would come from people with experience outside the formal education system.

He quoted the Talmud: "He who does not teach his son a skill, teaches him to steal." In the light of this, simplistic vocational training programmes could be counter-productive if there was no work at the end of them.

"We would be producing trained reserve armies of labour. Rulers of old were wiser than to keep large trained forces inactive on home soil."

There was an argument, he said, for a more uniform framework for what went on in schools. "I think we do need to pull together on a national basis some of the fundamental aspects of the curriculum and the agreed objectives of the education system."

He questioned whether the experience of pupils in secondary school, and even in the same school, should be so diverse and whether the curriculum should differ so much between the academic and less academic.

"Can't we square the circle and get some uniform framework within which schools can have the necessary practice?"

Not ready for day release

The further education service was not ready for the large-scale day release of young people it had long clamoured for and which now seemed likely to happen, said Mr Roy Helmore, principal of the Cambridgeshire College of Arts and Technology.

The inability of the Education Secretary to ensure that money intended for education was actually spent on it by local authorities could tempt the Government to use another, more reliable agency—the Manpower Services Commission.

Mr Helmore, teacher associations' representative on the MSC, said there had been pressure for a long time for more extensive day release, even compulsory release, for young workers.

"This pressure has not been accompanied by any extensive curriculum development to meet the challenge of interesting, non-academic youngsters. The further education service has all along said, in effect: 'Give us the job and we'll design the tools.' The opportunity is now coming our way at a frightening speed and when resources are not available."

The credibility of the service's claim to be both concerned and potentially effective in this area was about to be tested.

Mr Helmore welcomed the high priority which the further education curriculum was giving to the task, but he doubted if enough would be done in time to avoid another disastrous period of muddling through.

Two million surplus places by 1988

The teaching load on beginners will be reduced by a quarter in their first year from September next year, said Mrs Shirley Williams, Education Secretary.

She also forecast two million surplus school places by 1988, reiterated that her department must have a say in what went on in schools and called for an expansion in day release for the 16 to 19 age group until full-time education up to 19 was available for all.

The Government, she said, accepted the value of an induction programme for all new teachers, and plans were being drawn up to allow them to spend one quarter of their first year out of the classroom.

She told a press conference afterwards that 10 or 12 authorities might insist that they could not implement induction to that extent from 1979, but the national scheme would go ahead.

The impact of falling rolls would cause problems "unfamiliar to all of us." Consultations would begin with teachers' organizations and local authorities on what the practical consequences might be.

The implications of a more stable and experienced teaching force, with major changes to come in its age structure and in teachers' prospects of development and promotion in their careers, need to be analysed.

Many schools would have to be closed, but this would not be in direct arithmetical proportion

to pupil numbers. Some capacity would be used to pressure off schools at overcrowded. Some schools be converted for nursery in the 16-19 group.

"The capital cost may be less than half the cost of building for an equivalent of provision."

She was convinced that the membership of less teachers in DES could reach an agreement on the broad requirements curriculum. "I repeat that teachers have no wish to compromise standards and the involvement of basic skills."

"The Department cannot silent partner where so much is at stake."

For the 16 to 19-year-olds, had been slow in its provision of part-time education linked to vocational training. In that programme announced by the Manpower Services Commission, particularly welcome. But it was important that local and should submit proposals for educational needs to the boards as soon as possible.

Day release was an old idea in some industries, but it was sure it could be extended to Pilot schemes of vocational training were finding out new kind of courses would appeal to new groups of part-time day people and their employers.



Richard Le Lieve: back from the brink.

Down—but not out

by Stanley Levenson

Richard Le Lieve (Gresham's School, Norfolk), edged away from the brink of defeat to win the national under-19 squash championship at Brandon, near Coventry.

He was two games to nil down at one time and then saved two match balls when 2-8 down in the fourth game. He recovered to defeat Sean Flynn (Aylesbury Grammar School), 7-9, 4-9, 9-5, 10-9, 9-3.

Le Lieve's older brother, John, was twice a runner-up in this event.

The under-16 title was also won by a Gresham's boy, Christy Willstrop, who is coached by his father. He beat Mark Ashton, Solihull, 9-3, 6-9, 1-9, 10-9, 9-2.

On the crest of badminton wave

Carl Wood and Wendy Poulton, two of the best of the youngest wave of badminton competitors, won the singles titles of the All-England junior under-15 championships at Watford Leisure Centre.

Carl Wood, of Bentham Grammar School, Lancashire, who is 14, beat one of his perennial rivals, David Taylor, 13, of Alexandra Park School, London, 15-3, 14-18, 15-4. Wood had a hard time against his younger and smaller opponent in the middle game, but in the beginning and at the end he was too strong.

Miss Poulton (Coombe Girls School, New Malden, Surrey) is very experienced for a 13-year-old, frequently playing against adults. She beat Elizabeth Barnsdall of Cheshire, 11-8, 12-2.

She also combined with C. T. Sanders (Sussex) to take the girls' doubles. Wood, partnered by Sarah Leves (Ashford School, Kent) won the mixed doubles.

But Wood failed to make it a hat-trick: he lost in the boys' doubles to M. Mathven (Bucks) and E. Scott (Sussex).

But there was no denying a hat-trick to Gillian Clark (Ashford School) in the English Schools' Badminton Association under-16 championship.

Miss Clark, the defending champion, beat Suzy Norzon (Surrey) in the singles and, with Karen Coates (Coombe Girls School), won the girls' doubles and with Steven Waseell (Hampshire) the mixed doubles.

Waseell, the holder, beat Michael Catermole (Bristol) in the final as he did last season. Catermole had some competition in winning the boys' doubles along with Alan Plater (Derby).

The two singles champions also paired up to win the mixed doubles title at the expense of Catermole and Sally Leadbeater (Guernsey Ladies' College).



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COURSES

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Any teacher who wishes to further his understanding of contemporary China should find this course of interest.

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Small workshop conference on 'Establishing Action Research in Schools' for teachers and in-service educators.

For further information regarding these courses please contact the Courses Officer, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2TA (telephone Cambridge 0223 356331).

Belfast board told: 'use tact with Catholics over nurseries'

Nursery provision in some deprived Catholic areas of Belfast is "alarmingly low", according to a paper presented by its education committee to the Belfast Education and Library Board.

Although the board is responsible for building nursery schools and classes, in practice it has left this to the Catholic church in Catholic areas. But, says the paper, while there are 1,606 children in nursery schools or classes in Belfast, only 326—or one fifth—are in the maintained (Catholic) sector, though the numbers of Catholic and non-Catholic children are about equal.

"The level of provision is alarmingly low in the Lower Falls, Upper Falls, Andersonstown, Ballymurphy, Whitelock and Lonsdale areas."

"The Down and Connor diocesan Committee, which coordinates provision of schools under Roman Catholic management, has had great difficulty gaining approval from its department of education to proposals for nursery schools whether in terms of sites or accommodation."

One problem was that, building requirements were unrealistically high. It was often necessary to find sites for separate nursery schools rather than convert primary classrooms for nursery use, as was

common in the controlled (board-owned) sector.

The board has drawn up a plan for cheaper nursery buildings and forwarded it to the Minister of State, Lord Melchett.

Mr Frank Bunting suggested that the board should step in and itself provide the nurseries. Mr Tony Spencer, chairman of the education committee, agreed.

"We cannot", he said, "exercise a self-restraint which is causing a lack of youth and nursery facilities in certain areas. If it is clear that there is no objection to controlled nursery schools, we have a moral obligation to provide them."

Miss M. O. Scott claimed, however, that the problem could not be solved by "parachuting in". The board, she said, had no more guarantee of success in getting sites than the local maintained school committees, which had local knowledge and were making every effort to use every inch of land.

"We should proceed with tact, delicacy and sensitivity to preserve a partnership which is working well."

Mr Harold Smith, chairman of the Education and Library Board, said he did not want it used as a blunderbus where others had failed, and the chief officer, Mr Bill Patterson, agreed that the maintained authorities had been trying as hard as possible to solve the problem.

The paper was agreed without any change in the board's policy of staying out of Catholic areas.

People

Mr William A. Dodd, deputy education adviser at the Ministry of Social Development, is to be education adviser.

Mr C. D. A. Bagley, head of School, is to be chairman of Headmasters' Conference.

Mr Stephen Beaumont, adviser for the British Family College Service, N.W. Zone, is to be advisory officer (primary) for the London Borough of Bexley.

Miss M. N. Blake, head of the Tor High School for Girls, is president of the Secondary Association Schools.

Schools

Mrs Maureen Thomson, senior teacher at Hammersmith School, London, is to be head of Sullivan Primary School, borough Road, London.

Mr Timothy Pirth, deputy head of Craven Park Primary School, is to be head.

Miss Barbara Stephenson, head at Teesside High School, is to be head of Durham School.

Miss Jennifer Poyman, lecturer in English at South East London Polytechnic, is to be head of Northmouth High School.

Mr T. M. Andrews, head of school at Witham Hall School, Warrington, is to be master of Lincolnshire, is to be master of Junior School, Felsted.

Mr Gerald Hagh, deputy head of Canon Maggs Middle School, is to be head of Henry VIII School, Epsom.

Mr C. E. Middle School, Wotton.

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Elizabeth House
York Road
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WINTER SPORTS FEATURE

The TES winter sports feature will be published on March 3. If you would like information on this feature please contact Sue Peplow, The Times Educational Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8SE. Tel. 01-457 1234.

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Spain

Madrid takes tough line on job security

from James Connell

BILBAO Spain's teachers face a tough line from the Government in the New Year. Last month the Education Ministry announced that it is to dock two days' pay for each day lost in a three-day pro-Christmas strike. The strike, which spread throughout the whole educational system, was provoked by "contract teachers" demanding that the opposition to competitive examinations through which teachers gain permanent appointments be frozen until a formula for their dissolution is agreed.

The number of stoppages and disputes over this in the past few years threatens to make state education unmanageable unless a compromise is reached. State teachers in Spain are part of the civil service, and theoretically all posts are obtained by sitting open examinations. In the past, these examinations were held twice yearly. In the case of high school and university teachers, the number of posts offered was extremely low, often with hundreds of candidates applying for a handful of jobs. The contents of the examinations themselves are criticized as purely memoristic and irrelevant to the assessment of teaching ability. Accusations of favouritism and nepotism have been made and the restricted intake of new teachers means that there are only a small percentage of tenured posts at present.

The lowest paid primary school sector is best off where 90 per cent of the teaching posts are covered by tenured state teachers. At secondary school level the figure drops to 30 per cent, and in the professional training colleges a mere 15 per cent are state-appointed.

On passing the examination, life-long tenure is granted, a fact which led to the poor quality teaching at university level. Salaries are also much higher. A secondary school department head, for example, earns 782,972 pesetas (£5,000) and an assistant 647,400 pesetas for a 12-hour a week teaching load.

The remaining teachers are graduates on yearly renewable contracts. There are 12,000 of these in the state schools teaching longer hours and earning about 50 per cent of the tenured teachers' salaries.

The contract teachers have become increasingly vocal, and pressure was brought to bear on the newly-elected government last June. The Education Ministry passed a law of 1976 which gave them the right to demand a 10 per cent increase in pay. But two important concessions were made in that it promised to revise the outdated content of the examination and also offered to limit it to in-service contract teachers with several years' experience.

The law also granted automatic extension of the contracts from one year to five, guaranteeing job stability. This latter point has become an obsession with the contract teachers in the former administration, when they found that the renewal clause was often used as a form of political control.

The teachers, however, are holding out for major reform. One suggestion put forward by them is to abolish the civil service status of the profession and consequently remove the need for the examinations.

Sweden

Library users

Almost nine books for every Swede were borrowed from Sweden's 276 public libraries in 1976. Figures published by the Central Bureau of Statistics show that the libraries, which house 32.9m books and 700,000 audio-visual aids, loaned 73.5m books and cost \$35.1m (\$61m) to run. Borrowing was highest in large cities. Seven books per inhabitant were taken out in towns of 8,000 to 10,000 people, compared with 12 in cities of more than 100,000.

Two in five loans were of children's books, 38 per cent adult fiction and 22 per cent non-fiction. The libraries also organized 70,000 special events and exhibitions, attracting 1.7m visitors—three quarters of them children.

Australia

Major changes urged in 'family' legislation

from John Kirkaldy

SYDNEY What may turn out to be Australia's most controversial Royal Commission of all time has recommended sweeping changes in family, sexual and educational matters.

Among its proposals are: major reforms in the abortion law, complete acceptance of homosexuality within society, the decriminalization of prostitution, changes in the rape laws giving more protection to women, the lowering of the age of consent to 15 (the commission believes that it should be 17 in relation to a person's school teacher or superior in a situation of authority), fundamental changes in the role and status of women and the abolition of incest as a crime.

Underpinning the whole report are a number of proposals for basic reforms in the country's educational system.

The Royal Commission on Human Relationships was set up as a result of a heated debate on abortion in the federal Parliament in May, 1973. It started work in August, 1974, under the chairmanship of Justice Elizabeth Evatt, one of the members of the commission was Anne Deveson, an author and journalist, and Dr Felix Arnot, the Anglican Bishop of Brisbane. The commission sees a great broadening of the role of education in family relationships, sex education, preparing for parenthood and the relationships of the student within society.

Among specific reforms it suggests are: education for human relationships should be integrated at all levels of learning; improvement of teacher education so that teachers are more capable of teaching classes in human relationships; better social training facilities at the tertiary level for social workers; more programmes on television and radio dealing with social problems; extension of parent education pro-

grammes; the abolition of corporal punishment in schools; and crossed marriage guidance before and after marriage.

The commission was concerned with the general standard of knowledge in the medical profession, social problems, it singled out problems of sexuality, sexual abuse, migrants, aboriginals and general doctor-patient relationship. The commission also rejected the view of some who presented evidence that the family should be the agent who educates students on controversial areas such as education. It noted with approval, however, that the family was the most influential force in the life of human relations.

The commission calls for a mental appraisal of the role of women in education and social reforms that, despite any improvements in this area, Australian education still does not measure up to the standards of 1973, only 35.3 per cent of over 17 at school were at every level of educational qualification and position, women behind men in numbers: in 1974, for example, there were 19 women fellows at universities in Australia as opposed to 1,029 men.

The report has been met vociferously, if predictably, from the various pressure groups concerned. The chances of its implementation in full, however, are limited.

The landslide victory of the Liberal-National Country and the election underlined the mentally conservative nature of Australian society. The general opposition to the report is a sign that it does not see its future vote winner.

Ireland

Industry gives thumbs down to young jobless scheme

from Dalbert Hallenstein

DUBLIN BOLOGNA Italy's emergency youth employment scheme initiated last summer has so far proved an almost complete failure in the private sector. Last month the Minister of Labour, Signora Tina Anselmi, announced that only 1,279 of the 650,000 young people registered for work under the scheme had found jobs in commerce or private industry.

Under the scheme prospective private employers are offered financial aid and tax incentives if they take on young people. The scheme provides for 320,000 two-year temporary jobs in the private sector and for 100,000 one-year state or local government positions.

The minister also said that, according to a special study made in five of Italy's regions, nine out of 10 registered young people eventually rejected the jobs which they had originally opted for under the scheme.

Signora Anselmi blamed the scheme's lack of success on the unwillingness of the unemployed young to accept unskilled manual work and on bureaucratic delays at state and local government levels.

Businessmen justify their unwillingness by pointing that for the young are simply not able in the current economic and growing unemployment. They are also worried that any new jobs they might offer under the scheme could be converted to permanent contracts through the pressure of Italy's powerful trial unions.

Meanwhile the Lower House Committee has completed a bill which is based on 10 Bills already drafted. The committee has announced that the Bill is now ready for a debate first in the Senate and then in the Lower House.

But with early elections looming there is a real danger that the work of the committee will be rendered useless. When there is an election all pending Bills are cancelled and must be repropounded again from the beginning. This has already happened in the case of at least three Education Reform Bills.

The committee has so far announced details of its proposed new legislation.

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West Germany

Bonn may tighten call-up regulations

by David Dungworth

The Federal Constitutional Court in Karlsruhe has temporarily suspended West Germany's National Service Act. A final ruling on whether the law is unconstitutional is to be given in March.

Since the Act came into force in August, 1977, young men in the Federal Republic have been able to avoid the 15-month period of military service simply by informing their local call-up office in writing that they are conscientious objectors. They then become liable to do 18 months' civilian service working with the Red Cross, youth organizations or handicapped children or serving as orderlies in hospitals or old people's homes.

Under the revised regulations new objectors will have to justify their reasons before a tribunal, as they had to before August.

The decision of the Constitutional Court represents a further setback for a highly controversial piece of legislation. When the original reform Bill was blocked by the Christian Democrat majority in the Bundestag, the Upper House, the federal government redrafted it in such a way that in the opinion of their legal experts it no longer needed the assent of the Upper House. It was then presented direct to President Walter Scheel for signature.

Opposition members of the Bundestag, together with the state governments of Baden-Württemberg, Bavaria and Rhineland-Palatinate, responded by bringing a joint action in Karlsruhe to have the law declared unconstitutional. Their case was based on three main contentions.

First, they argued that by abolishing the test of conscience the Act had removed the distinction between genuine conscientious objectors whose rights were protected by the Constitution and those who merely preferred the freedom and comfort of civilian service. Many reluctant conscripts were also well aware that the current shortage of civilian service places meant that they would have a good chance of escaping altogether.

Second, the Christian Democrats claimed that given a free choice so few West Germans would opt for military service that by the end of the present decade the strength of the armed forces would have fallen below the level necessary to guarantee the country's security.

They maintained, too, that the Act did in fact require the approval of the Upper House because it not

only encroached upon the jurisdiction of the *Bundesrat* but also radically changed the existing legal situation.

In deciding to reintroduce the test of conscience the Federal Constitutional Court was apparently influenced by the enormous rise in the number of young men claiming exemption from military service in the second half of last year. The July figure of 2,621 shot up to 7,617 in August and after a slight fall in September reached 10,563 in November. This was more than the total for the whole of 1968.

At the court hearing in Karlsruhe last month government spokesmen admitted that if the trend continued the defence capabilities of the armed forces would soon be in jeopardy. Many former supporters of the option system, including Federal Minister of Defence Herr Georg Leber, have been deeply disappointed by the response it has produced.

They have therefore proposed a number of changes designed to make civilian service an "unpleasant alternative" to military service. It should be extended to 24 months and the supply of places rapidly expanded to take everyone who rejects conscription. All conscripts should have to provide residential accommodation and objectors would no longer be able to live at home.

South Africa

Black schooling 'not inferior'

from Louis Hotz

JOHANNESBURG The retiring Minister of Bantu Education, Mr M. C. Botha, has fore-shadowed "changes, adaptations and improvements" in the education of African children in the year ahead but has rejected suggestions that the separate Department of Bantu Education should be abolished and replaced by a single department for the education of all population groups in South Africa.

Mr Botha is shortly due to relinquish his portfolio, as well as that of Bantu Administration. No successor has yet been named.

In an end-of-year message, in which he hinted at imminent changes in the system of Bantu education without indicating their nature, Mr Botha claimed that considerable progress had been made in the education of Black children in the past two decades under his department.

It would be meaningless, he said, to transfer it to another department. If it would serve any purpose the word "Bantu", with its emotive implications, could be

dropped and another name found for the department.

Mr Botha emphasized that the education provided for African children under the existing system was not inferior to that of white children. The syllabuses, he said, were "in the main" the same and so were the examinations. If there were any differences between the two, they were to be found in the quality of the teaching and not in the content of the syllabus.

As for the disparity in the per capita expenditure on the schooling of white and black children, Mr Botha said that this was due to differences in the "circumstances" of the two groups. In any case, he stressed, expenditure on African education had increased greatly in recent years.

The Minister urged parents to do their best to ensure full attendance of pupils in the black township schools in the coming year. It was announced later that he was prepared to meet representatives of the Soweto Parents' Committee and of the African Teachers' Association to discuss proposals they had made for reforms.

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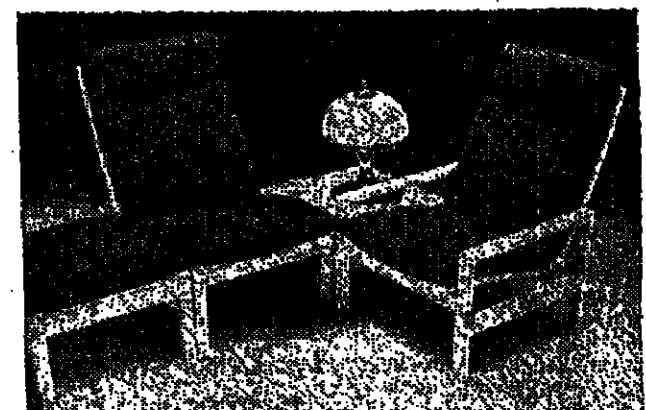
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This sporting—and competitive—life

Sir.—Miss Elizabeth Mauldon (December 23) presents the typical physical education stereotype as being highly competitive, fostering his "aggressive" team games upon unwilling pupils.

My own experiences as a PE teacher often led me to believe that my pupils were more competitive in nature than I was, often structuring direct competition themselves when no overt competitive situation existed. Competition, as with anything, may be used sensibly or insensibly.

When children perceive a competitive activity to be fairly matched, when contestants are of comparable ability, this inevitably produces an increment in effort, performance and satisfaction. It rests with the physical educationist to ensure fair matching.

Miss Mauldon observes that societal values are apparently changing, competition is being overtaken by cooperation (on what evidence is this conclusion based?). Given this assumption to be true, then would not team games, which according to Miss Mauldon are now unfashionable, be more integrative than her "self-

directed" activities? Perhaps the fact that team games involve, by their very definition, just as much cooperation as competition has been overlooked.

Finally, in calling for courses to prepare young people for spectatorship, I again feel Miss Mauldon's emphasis to be misguided. How can a physical educationist begin to justify such courses? Physical education claims to be a practical subject. What we teach, including "aesthetic elements", is best learned in the appropriate practical situation, hopefully in such a way that the participants will continue to perform themselves, at whatever level of ability, rather than trace the terraces and auditoriums with quasi-informed opinion.

Active involvement has always been a fundamental goal of physical education—passive appreciation remains incidental.

G. D. BAUMONT, formerly senior lecturer in physical education, Durlington College of Education.

Sir.—First we read of the need to "replace the obsession with aggressive group activity with self-directed activities aimed at improv-

ing personal poise, precision control and concentration". Then we read of the need "to prepare young people for spectatorship".

But then, with horror, we read that "degenerative diseases" have "reached epidemic proportions far worse than the Black Death. Lack of vigorous physical exercise was a major cause of the problem..." Team Games on the way out, December 23).

While fully accepting that there is a plethora of advice bombarding the teacher from every angle, and from every source imaginable, what can a mere classroom or gymnasium teacher do when faced with these sorts of statements? Dare one ask if the speakers at the conference are practising teachers (full-time in the classroom, that is)? Dare one ask if all these theoretical hypotheses have been tried out "in the field"?

Of course children do not like competitive sports. They love them. Witness any extra-curricular youth activities, club sports, even the local football teams in local leagues. The BAGA awards, which children have to earn (individually, yes, but against laid-down standards) offer a child the chance to outshine his or her peers and tangibly so with badges, etc. This

practice is obviously to be frowned upon as it shows excellence in an area upon which everyone must conform to a given norm.

Perhaps Dr Davies is correct when he asserts that "schools (have) an important role to play in changing social attitudes through proper PE". Perhaps then we may do a little better in major sporting activities and competitions. But there, I have used that word again (competitions) and I must not.

Competition is out, cooperation is in. Has the speaker really proved this by teaching in a large urban comprehensive? To return to an earlier point, advice. Come and show us how, not just a special one-off job, but for a term or so, so that we can watch and evaluate the success.

Perhaps that is what the Great Debate is all about, converting all the hot air in the debating chamber into positive, practical help in the classroom. Just imagine, if all those connected with education were employed in the classroom, the benefits which could be accrued by succeeding generations of children.

T. HUNTINGTON, 4 Summer Lane, Emley, near Huddersfield, West Yorkshire.

Exam board Black child-jumped gun, white world

Sir.—It was surprising to read in the December 23 issue of the *Times* (page 1) that the JMB (Joint Matriculation Board) had decided to "drop" the "Black" from its syllabus. I have two mixed race adopted children and I do not see how many people to know (in marriages or many other children subjects) these comparably who are British and black could be of much use to the JMB. It would only be a matter of time before they would be "dropped" and (c) the nation's "supporting information" is British—though they have known no Mr Vickerman refers.

Considerable controversy, I think that the attitude that all subjects of the subject black people are immigrants does this field (JMB Occasional Lp in this country. Not only do OJ33, June, 1971) television, newspapers, books and academic aptitude test have been detected, and that my argument, the continuation study mentioned in point 2 provides little further evidence of validity. I agree that the low correlation (point 5) does not on its own indicate low validity, as the data have to be considered in the context of other evidence, but by the same token it does not on its own suggest the desirability of including practical testing in the monitoring programme.

My statement about children is not surprising that black children have drawn themselves as relates to the question of white. The media's message comes from the fact that only whites are successful effect on comparability of black and white. Children, however, standards between two do not like to be different from the boards of adjustments made by the JMB on the basis of subgroup, but these black children parability criteria must be shown that they are not accepted by the other board.

I encourage my children to be more parent-power in schools; Dr Green contributing film to a new medical college at Oxford; A Muslim teacher was not entitled to time off to attend the mosque during school hours.

T. M. HINDS, 19 Staverton Road, Oxford, OX2 6XII

Sir.—The article by Norma Gibbes (Talkback, November 4) which mentions the JMB's decision to "drop" the "Black" from its syllabus, prompted me to write. I have two mixed race adopted children and I do not see how many people to know (in marriages or many other children subjects) these comparably who are British and black could be of much use to the JMB. It would only be a matter of time before they would be "dropped" and (c) the nation's "supporting information" is British—though they have known no Mr Vickerman refers.

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T. M. HINDS, 19 Staverton Road, Oxford, OX2 6XII

Icebergs ahead on testing voyage

Sir.—I am grateful to Messrs Hurrell, Plant and Tanner (December 30) for giving me the opportunity to correct a minor error which had crept into my article of December 2. The volunteer teachers were, as the writers point out and as my typescript stated, trained using videotapes, and the insertion of "in" unfortunately made the sentence unintelligible.

I am happy to join the writers in inviting you to consider the qualities of the respective arguments. You will observe that the error noted above is the only one which has been detected, and that my central point (that the validity of the practical maths testing procedure is too low for the results to be useful) is so far unchallenged.

The writers' points 2, 3, 4 and 7 provide background information but do not bear significantly on my argument. The continuation study mentioned in point 2 provides little further evidence of validity. I agree that the low correlation (point 5) does not on its own indicate low validity, as the data have to be considered in the context of other evidence, but by the same token it does not on its own suggest the desirability of including practical testing in the monitoring programme.

My statement about children

learning during the tests (point 8) does not depend only on the section of TAMS from which I quoted directly, as can be seen by reference to the tables on pages 61 and 71. The variations in the children's vocabulary (point 6) are those referred to on page 64, such as the perceived preference to call the centre of a circle the "middle". It is, of course, quite fair to say that this presents a problem whatever the mode of testing, and it may well be that the consequent loss of validity is greater in the written mode.

The writers' remaining point is a request that I substantiate my concern about the method of sampling, the provision and training of assessors, and the cost.

The present intention is to test 1,000 pupils of each of the two selected ages in the practical mode. This is a very small sample, considering that it covers the full ability range; it may be expected to include, for example, only 25 pupils of verbal reasoning score 130-plus. It is, therefore, of critical importance that the sample is very close to being truly random. This implies that the number of pupils from a given school should be very small—preferably one, at most two.

The schools themselves should be chosen on a random basis with probability proportional to the number

of pupils in the relevant age group. The selection of each pupil must, of course, be a random one also. My concern is that these fairly stringent conditions will not be met. If there is, for example, the slightest hint of a loophole in the method of choosing individual pupils, then the results will be in doubt even before the tests take place. Further consideration must await details of the actual sample design.

There is little information published at present about the assessors where they are to come from, how they are to be trained, how their work is itself to be monitored, and so on. So at this point also I merely express some concern, and await further details. But perhaps one should ask another question as well: if the assessors are themselves competent teachers of mathematics, why are they not doing that job when there is such a crying need for them to do so?

I will not dwell on the cost, since as a proportion of the total education budget it is not great. But, whatever the actual cost, the results are to be of no value then, money should be spent elsewhere.

I did not suggest a test of basic numeracy because I believe the results would be a better reflection

of the mathematics taught in our schools: clearly they would not. I have not claimed, as the writers imply, that the results would be a valid measure of anything.

My only assumption has been that some form of national test is in political terms inescapable, and my only condition that the testing procedure should be designed in such a way that the results (however limited) are good enough to stand up to criticism. I would, of course, much rather have no national testing at all, for several reasons of which the backwash effect is the most important.

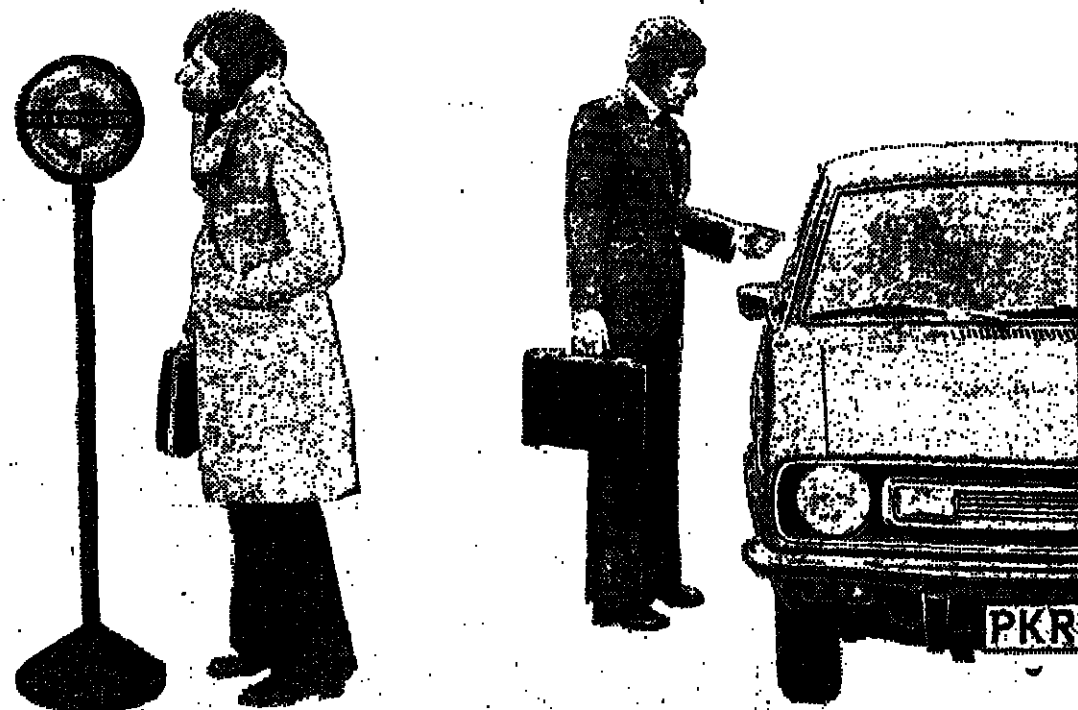
The Assessment of Performance Unit is now firmly launched, and is hastily being fitted out for its maiden voyage in May. Personal contact with its captain and with some members of his crew over the past two months has left me in no doubt that they have been given a very difficult task. But I see no reason to modify or withdraw any of the criticisms I have expressed.

In summary, I believe there are icebergs ahead, and I am pleased that others are giving similar warnings. All of us will be watching the first voyage with some interest.

MARTIN LEONARD, 6 Lincoln Croft, Lichfield, Staffs.

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That was the year . . . that wasn't

Sir.—Our enthusiasm cut little ice in the wide world: The *Times* Diary of the Year gives three entries for education in the United Kingdom in 1977:

The Taylor report recommending more parent-power in schools; Dr Green contributing film to a new medical college at Oxford; A Muslim teacher was not entitled to time off to attend the mosque during school hours.

T. M. HINDS, 19 Staverton Road, Oxford, OX2 6XII

Salopian facts and figures

Sir.—Mr Fowler (Personal Column, December 9) seems, not for the first time, to be confused as to whether he was writing as an educationist or as Labour Member of Parliament. Which ever but he wishes to wear he still really should get his facts correct.

As a member of Salop (not Shropshire these days) local education authority I am afraid I failed to recognise the description of our to recognise the description of our cuts whatsoever; all we have done is expose what cuts would be necessary to meet certain guidelines which have been decreed by Mr Fowler's Government.

The figures which were exposed by our council in November were for reductions of £1,300,000 over all services. Mr Fowler says some will blame his Government. How right he is. These reductions were exposed in direct response to the Government's spring white paper on public expenditure and the quoted actual reduction of 11 per cent in local government expenditure in Circular 37/77.

We in local government are unanimous in our wish not to cut services, but we are also responsible enough to fall in line with

Government policy on what do our own traditional heritage, are dependent for our own far off countries. We hope that can far off countries.

We have tried in the education field to safeguard pupils' interests and brought up with solely ration and cupulation, two of which we put great importance. This sharing of cultures will lead believe we were right to let children to respect people more the Government insisted on instead of opposing minority groups being made, at school meals through fear and ignorance.

We in Salop subsidise ALLIE WINDSOR, meals by £34m, this compares with £4.3m on our own Fire Service.

The figure of £1.4m, this is a Communication breakdown over design. It must be desirable. Education would suggest, has less a "true blue" piggy bank. Fowler writes about the "true blue" piggy bank. Fowler's own Government, they who have got the cost into the state where public education cuts are necessary.

P. WARREN HAWKSLEY, Salop county councillor, Prospective Conservative Parliamentary candidate for The West

Support for scientology

Sir.—Remarks attributed to me in Lucy Hodges' article on scientology and vat (December 23) are some what editorialized so I trust this letter will correct a few points.

This case gave us a tremendous opportunity to prove the very substantial number of academics who support L. R. Hubbard's educational methods and who made comments such as "we in the mainstream of education have things to learn from the college".

We are not concerned at the costs involved. The important matter is that the educational facilities and subject matter and methods, at Saint Hill have been validated publicly. This fact is somewhat lost in Miss Hodges' article. It is of interest that not a single witness appearing to the Committee

of Customs and Excise charged the college at Saint Hill to obtain a licence or counselling. Miss Hodges.

The Church has had its aid in court and will, no doubt, be aided by others. It may indeed serve as a model for others to understand the scientology educational technology, as one of the essential expert who stated "regarding the shortage of design technology teachers has not been communicated to the potential can understand why students are anxious to spend considerable time of their own money and time making the fullest use of its resources".

TOM SHUSTER, Director of public affairs, The Church of Scientology, Saint Hill Manor, East Grinstead, Sussex.

During November 1977, we held a six-term conference, Teaching design technology as a career, at Shoreditch College Runnymede, Surrey for sixth formers currently studying design technology subjects at A level. Students who attended came from Berks, Bucks, Hants, Surrey and six GLC boroughs. At the end of the afternoon session, each of the 127 students present at the conference completed a questionnaire. It was particularly interesting to the designers was the response to the question "Did you previously know of design technology teachers?" 83

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Tablets from the mountain

James Mason argues that
A level history students are
denied any initiative
in formulating the questions
they might wish to ask

In all the discussions of the last 10 or so years about the teaching of history in schools, A level history has been largely ignored. Perhaps this is not surprising. Innovation in history teaching below the sixth form has become a practical possibility.

This may well account for the lack of attention to A level. But I believe it has really been preserved from criticism and change by a deeply ingrained attitude among teachers in secondary and higher education.

The transition from fifth-year courses to A level involves a rite of passage to "real" history. It is a matter of leaving behind childish things and getting down to the serious business of becoming a specialist. The subject is now the thing and the pupil-initiate must learn its ways.

Since the pupil is a volunteer, the pressure to entertain is off. So is the pressure to simplify. Teacher and pupil can begin to share the complex language of the specialist. For some teachers this is the pay-off for the unrewarding business of teaching history below the sixth form.

No one thinking like this is going to question the principles behind the one secure and worthwhile activity of their professional day. Others may realize that the language of the specialist is difficult to acquire; that the teacher is faced with a formidable problem of mediation between subject and pupil.

But there is still the overriding feeling that there is nothing basically wrong with the A level set-up as a whole. It is seen as the gateway to the complex world of the professional historian, the gateway to the subject as it is studied at the university.

To view the A level course except in terms of university history, to think of it independently, or even as a continuation of methods and approaches used in the new fifth-year courses, is seen as a betrayal of a responsibility to both subject and pupil. History at A level is real in a way that it has not been before.

My argument is that history at A level is unreal, and that it is neither an adequate training for the would-be university specialist nor a constructive educational experience in itself. The conceptual view that links it to the subject studied at university, and which considers A level studies real and valid in the light of this connexion, is precisely the view which consigns A level to a realm of total artificiality. Billed as an apprentice, the A level historian is merely a mimic.

The root of the problem is the way in which history has been perceived. For a long time historical knowledge has been seen in terms of a hierarchy, with the university subject at this apex and the school subject ranged beneath it in various levels. The frame of reference set at A level is, in however reduced a form, the one provided by working historians in the universities.

The sixth-form pupil receives history on tablets from the mountain, and when the gods quarrel, pupil and teacher scuffle together to its foot to attempt to piece together a jigsaw consensus from the wreckage. The consequence is that pupils are denied all initiative in formulating the questions they wish to ask, and in identifying topics that they would consider worth pursuing. Instead, they are expected to operate with their less mature minds in a field prescribed by very mature minds.

Since they cannot engage in the very highest level of historical activity, they are asked to deal with a watered down product of that activity. Since they cannot make a contribution to historical research and understanding, they are required to rehearse mental skills using the material that "real" historians are producing.

The effect of all this on the process of teaching and learning in the classroom is devastating. Time is at a premium, so there is little opportunity for the sort of explanatory discussion work through which people begin to make real sense for themselves of what they are being asked to assimilate and understand. Reading and essay writing become mechanical processes, chores to satisfy the requirements of the syllabus rather than personally motivated tasks in pursuit of knowledge felt to be important.

Dominated by its supposed relationship to university history, the subject at A level has become a game. Pupils are asked to exercise the skills of historians in a context that renders them meaningless. They are asked to go through the motions of forming a judgment, knowing that someone else knows better. They are deprived of the one thing that makes intellectual activity meaningful—the power to initiate, to ask questions and find answers for oneself.

The sort of problems that A level pupils should be invited to think about should include questions of value. Questions of moral and social value lie behind the inquiries of every working historian. The study of history automatically raises questions about the values held by individuals and societies, their motives, their ideas.

Yet how often at A level is a pupil invited to make a personal contribution to the debate? At any level of study the attitudes of students should count. Historical understanding is developed by taking account of these attitudes and encouraging their expression and development, not by denying their expression in the interests of some unidentified moment of maturity in the future.

New approaches to A level call for a fresh look at the material available for study. A new set of materials needs to be developed with the special needs of the A level pupil in mind.

Pupils are faced with "problems", "periods", "causes" and "consequences", but both the topics and the available answers are received from above. It is difficult for a pupil to feel close to a subject under these conditions. There is nothing to experience, and

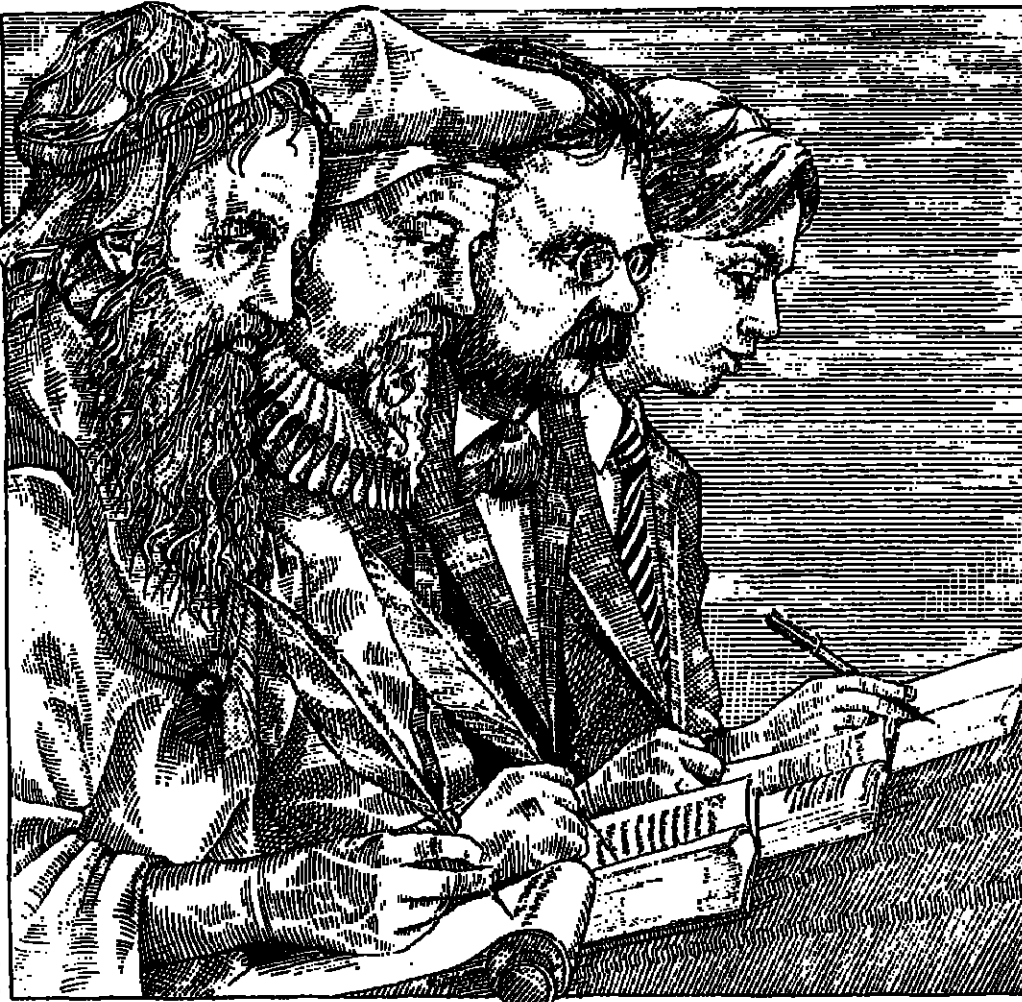


Illustration by Graham Philpott

nothing to share with the rest of the A level group.

Contrast this with a literature class which has before it a common text—novel, play or poem—which can be experienced by both the individual and the group, and which provides an area for exploration, discussion and personal contribution. We need common texts for A level history.

They will contain mainly primary but some secondary sources. They will not, like most collections of documents, be illustrative of a theme or idea, and therefore suitable mainly for exercises in the skills of comprehension. They will relate instead to specific situations involving individuals or groups of people in the past. Such a cluster of sources, visual as well as written, will amount to a dramatic presentation of a human situation.

They will not present the fullest possible, nor necessarily the most balanced, picture. The picture will be partial, so giving the pupils room to manoeuvre. Within the arena formed by the presentation they will conduct discussions, form judgments, and identify the issues that should be followed up and explored.

Inevitably, the questions to be followed up will involve reading far beyond the text books. Pupils will be motivated to read more widely, more energetically and more critically than is the case at present. Armed with further knowledge, they can look again at the stimulus and evaluate it.

An example of material with which I have worked is the case of James Nayler. In 1656 Nayler, a Quaker, entered Bristol on a donkey, in apparent imitation of Christ's entry into Jerusalem on the first Palm Sunday. The story of his examination, first by magistrates, then by Parliament, the vicious punishments inflicted on him, and the impact of his case on Parliament and Oliver Cromwell, can be traced in the pamphlet literature of the time, and in Burton's *Diary*.

The material is vivid, full of human interest, and raises problems that can lead into general or detailed studies of the constitutional, social and religious issues of the Interregnum. Selected documents have been clustered around two focal points—the figure of Nayler himself and the Parliamentary debates about him. This provides pupils with plenty of material on a specific situation.

Documents have been edited, but not pre-digested. There is a chance to express personal reactions, and to engage in debate on issues of human interest before the process of exploration into specific

historical issues begins. The common text, presented vividly and not cluttered with other people's interpretations, provides an involving experience and a common point of departure. The material acts as a stimulus, and is also sufficiently dense to require further exploration in itself.

The idea is to enable pupils to be active in their study of history, and to become contributors. It is not an attempt to turn them into small-scale research historians. That would be to substitute another ill-conceived orthodoxy for the present one. School history should not be about creating professional historians, but about pupils making sense of the past by using all their faculties.

They should neither be required to exercise skills in isolation, nor to reserve judgment till they are older. We must dismantle the hierarchical view of history, which assumes that only the most knowledgeable working historians are entitled to ask their own questions and pass their own judgments. We must admit that people are motivated to learn, and do so usefully only when a value is put upon what they can offer, and when their maturity is assumed in the interests of its own development.

Approached from the point of view of the pupil, rather than from the prevailing point of view of the subject, A level history might begin to look very different. The implications for the content of the exam (and for examining procedures) are large.

When change does come, it will be as much to the benefit of the intending university specialist, who, with luck, will not have spent his A level year doing a crammed version of large chunks of the university course, as it will be to others (the majority for whom we must begin to cater), who will specialize no further, but will have tasted something of the excitement of historical inquiry and discussion that so many adults now claim they have discovered only long after leaving school.

But if there is to be a move for change, where will it generate? Teachers of history in schools and further and higher education are laid out on a ladder much like the prevailing view of their subject. The future of history teaching at all levels depends in part upon the recognition that there is a community of teachers of history, as opposed to the hierarchy of practitioners we have at present.

James Mason formerly taught English and Drama at Bicester School, Oxfordshire. A longer version of this article appears in the current issue of *History Workshop Journal*.

Starting out

Brian Simons has been teaching in Hackney in the East End of London for six years. Here he recalls some of his early experiences

I got a job as an assistant in a local special school. The head, Mr Madison, was a marvellous bloke. He was personally very kind to me. He knew I was in a bad state and he was really helpful. He just said, "Do what you think makes sense, I can see you like children."

I remember in his office, which was next to the nurse's room, there was a girl who had just tried to commit suicide. She was 11 years old and I remember she came running in in tears complaining about one of the teachers. He sat at his desk and talked to her. He was good at doing tricks like taking things out of his coat like a magician and in two minutes she went out really happy.

He knew what he was doing. He had had a hard life. He had been in a prisoner-of-war camp during the war. He died of cancer while I was at college. It was at that school that I saw teaching as being something you could do with a sense of morality, and I decided to apply for college. About the same time a friend of the family, an old socialist, he was a doctor, used to chat to me and he helped

me to understand economics and everything started to fit into place.

Working at the special school was terrific. There were kids that were epileptic, kids that were asthmatic, some who were just nervous, or undernourished, kids who were autistic, kids with brain damage, and yet on the whole it worked because that place was for them. It was the kids as people that counted. If a kid had a fit someone would say, "Oh, she's having one" and nurse would go "Oh, there she goes again". It was just normal routine—part of life. The younger kids helped out and so did the older ones. The atmosphere was gentle. The rules were sensible and fitted the people. The children were there because they could not cope with normal school life but then school did not seem to be a very normal place to me except this one. It did not seem odd to me after that to think about teaching infants. I thought it would be nice to be with kids.

I started reading child psychology books and visited Summerhill School. The head of my old school wouldn't give me a testimonial for college but he agreed to let the deputy head write one for me and I had the qualifications to get in, so I filled in all the forms. I got into Goldsmiths' College in Lewisham, feeling very lucky. I had a very good tutor and head of department for education. They were both people who genuinely cared about what happened to children from day to day and they were not going to take any of this stuff about teachers being self important or dis-

regarding children's feelings. They were doing their job. Something useful as they saw it. Which was to influence people into caring about children and to be creative about their job. Involved and inventive.

We went into classrooms and analysed what was happening and the course made sense to me because you could be critical and your views were taken seriously. There were some funny ideas about when I was at college. I think some students basically thought all was well with the world. They followed ideas like following fashions, but they did not really think anything needed improving. It was as if they never stopped being teachers' pets. And then there were some stupid ideas that were supposed to be "progressive", like you didn't need to teach children to use pencils because in the coming age of prosperity they would be using typewriters. "Deschooling" was fashionable—as if you could just magic away schools and make a free society. But there was a lot of serious studying. Some of it, patient research which was full of insight.

I was doing the infant course. There were only two blokes and about a hundred girls. It was rarer to get people who were just in it for the career than in the junior or secondary departments. My room-mate was doing secondary. He just had his sights set on a headship and a comfortable chair. I was mostly friendly with other art students. I did that as a main subject one day a week.

We studied children's play and language and the book-lists were good. The course was divided into philosophy, psychology and sociology. I found philoso-

phy and psychology really exciting and sociology was empty and boring. I used to play a game about handing in essays. I always had to do the best I could possibly do when we had a subject. I had to read every single book that had been written on it. Sometimes it would mean waiting weeks after the deadline. They were very patient and at point you made was taken up—this agreed with or argued with. They did ignore anything.

I didn't think about it being unusual to do infants. I was very idealistic when I first went into teaching. I had got taste of the way teachers are pampered and think that they're very important, partly through college: the art side of the course is pretty shallow and pretentious in some ways. I suppose I saw myself as a bit of a missionary.

We had been on teaching practice at visited some schools. In one school a head was obviously very dominant; everything had to be run her way and a same project was happening in every day all the time, but I just thought she was some kind of isolated nut. I didn't really understand the position of head and the power they have got.

I came to Hackney to teach by choice. It was my third teaching practice. I made up my mind. I was teaching in a school in Bow and I'd just been in a very middle class school. There was an atmosphere there that the kids were going to make it anyway and a bit of racism. It was nice being with working class kids; they were freer, they were running around and saying what they thought and I liked the atmosphere.



Five years ago, when I first got there I was quite reluctant to take authority. I didn't really want to be the boss and it took quite a while getting used to what other people wanted you to do. In your first year you have to pass a period of probation. Maintaining discipline I should think ranks quite high on the inspector's list of criteria, and a lot depends on whether the head likes you or not. When I first went there I was quite superior; I wanted to tell them all how to run the school. But then I got more to thinking about how I was going to deal with what I could deal with. I think it's hard work; I feel emotionally exhausted, but you get a kick out of it when a kid really takes off.

For instance, if he is quite worried about writing and he suddenly shoots off and he's written three pages and he's all pleased with himself. It's all the tension—they're doing things all the time, and making things and sorting things out and finding things out that they think are important. You can see it all happening. Kids are very transparent.

Now and then the work is project based. But I never know how the day's going to happen when I walk into the school in the morning. There'll be particular things that'll carry over from the day before, like if somebody wrote about such and such a thing and didn't finish it, or there'll be particular things to do for assembly or parents' afternoon—a play or something. I try to make them topical for the parents, and they invariably have a moral. At college we only discussed intellectual indoctrination; we didn't talk about discussing the state of the toilers with the kids for instance, or taking them in a march protesting against the cuts and telling them we're trying to save Miss's job.

If they push or shove in a line, one teacher might say: "Stand up nice and tall like a nice policeman!" Whereas I might say something about thinking you're a boss. So if somebody's pushing, the kids will think, "Ah, he thinks he's a boss." That is to some extent to please me, but then they will relate it to what they know about my life and about theirs and do what they want with it.

When our lollipop man died and was not replaced because of the cuts, we did graphs, calculated the vehicles passing at different times, and I set two children the task of finding out and writing down why we did not have a lollipop man. What they wrote sounded as if someone opposed to the cuts had dictated it to them. I had not, but it was implicit in my outlook and they thought so too. If the atmosphere in your class is relaxed enough all kinds of queries, questions and disagreements arise and can be discussed. That is going to be more difficult in the future if class sizes go up; you obviously have less time and become less accessible as a person if you have a lot of kids to look after and be responsible for.

These extracts are from *Working Lives*, Volume 2: Hackney 1945-1977, published last month by Centreprise in association with the Hackney Workers' Educational Association (£6.00 paperback 95p). An exhibition of the photographs included in the book is available free of charge for schools in Hackney.

Bungling in the jungle

How fair and effective are the ways in which adults try to settle disputes between school students? A teacher proposes a new kind of arbitration in which students themselves would play a major role

"One moment we were in the middle of a quiet play-reading, next moment these two were screaming at each other at the tops of their voices. Quite extraordinary. Some long-standing dispute, apparently, though goodness knows what about. An obscure piece of jungle warfare, I suppose."

The attitude among teachers to the world of inter-pupil disputes varies—from the concerned but powerless to the resigned and disgusted—but there remains, in general, one common factor: it is beyond them. Teachers, and most other adults, are outsiders. What happens and, even more, why it happens, remains obscure.

Adolescents should have the right to privacy in their internal relationships. How else but by being left alone will they learn the necessary skills of social politics? Most teachers would, I imagine, subscribe to some such dictum as a basic guideline for practice.

Qualification is inevitable, given the frequently aggressive reality of pupil life in and around school. There are rather too many incidents leading to suspension which have their roots in inter-pupil feuds and rivalries. Teachers and parents cannot feel at all happy about pursuing a general policy of non-intervention.

Any action taken by concerned adults at the stage when an argument has reached blows or broken bottles must very often be arbitrary. It is hard for adult intervention to be fair or effective if it is not based on an understanding of crucial facts.

An incident in which I became entangled recently, which I will call the "Jane Staines Affair", made me wonder whether the usefulness of adult participation in "kids' business" might not be improved.

It was a boy-girl dispute. The boy, Clint, was a 15-year-old West Indian, already suspended for disruptive behaviour, and attending a special unit in which I am a teacher. The girl, Jane, was a 14-year-old white pupil in a local mixed comprehensive.

Clint had the close support of a social worker and a teacher as well as a dedicated mother. Jane's parents were deeply concerned with her welfare—not afraid to use the school. These features of the story make it atypical. But the nature and intensity of the *fracas* are typical of hundreds of in-school disruptions.

The first I knew of it was when the

social worker phoned me to say that Clint was being heavily warned off by Jane Staines's parents, who claimed he was threatening her with violence. The parents were saying they would go to the police if he didn't stop.

Clint could ill afford the police; he already had two cases pending for other minor offences. I warned Clint to "lay off" whatever it was, however angry he felt. A week went by. I was then phoned by Jane's school who said that her father had been in touch with them, and was going to phone me.

He did. He wanted a meeting of all parties in the affair. Would Clint agree? The father was at great pains to be reasonable. I asked Clint. He agreed, but wanted Jane there, his social worker, and myself—but not his mother. The meeting was arranged.

The parents opened proceedings by stating their case. They would try to be fair, they had no racial bias, they knew their daughter was telling the truth. They had overheard her talking to Clint on the phone and dragged the story out of her. Clint had been threatening, mainly via go-betweens, to "do her over" for something she was supposed to have said. She didn't know what.

The parents didn't want to make trouble. They'd met his mother and thought highly of her. But why was Clint so unfair to her? Everyone knew of his reputation as a thug.

Clint came back vehemently. Why did everyone always blame him? What about some other boys who really deserved the reputation? Of course he hadn't seriously intended violence. It was just a small private matter. Jane knew perfectly well what she'd said about him.

Argument continued along these lines for some 25 minutes. At one point Jane's mother, who had been getting increasingly agitated, began to say that as a matter of fact she didn't really like her daughter going out with black boys; she preferred her to stick to her own kind. She quickly accepted, however, that this angle was unproductive.

What the discussion did produce was a strong indication of the negative role played by the attendant go-betweens, "well-wishers", in the affair. Whatever the original remark had been—Jane was reputed to have confirmed in some way that he was, indeed, a girl-basher—had been long lost in the toing and froing between the two principals. It seemed doubtful whether Clint had really intended to carry out his threats—but, with his mates to impress, he might have done.

It was finally agreed that Clint and Jane should be allowed to talk alone for two minutes. The mutually-embarrassing confrontation lasted hardly that long, but it could fairly be assumed from the girl's increasing coyness that she had said something which was not very seriously meant. Afterwards, Clint publicly promised to keep right away from Jane and not to pass any messages to her. As far as we know, he kept his promise.

All participants seemed to have gone away satisfied. I wondered what points of general significance lay in what had happened. It was tempting to assume that the quarrel contained a sizable racial element. Subsequent remarks by Clint about Jane and her current white boyfriend suggested to me that he had perhaps "fancied" her, but felt that she was off-limits on racial grounds, for anything except "negative" attention.

Was he also, quite naturally, what I will have to call "over-sensitive" to any insult which could be interpreted as racially prejudiced? I don't know the answers; and I wouldn't ask Clint for them. What

ever the real fuel for the dispute may have been is probably of less importance than the way in which peer-group pressure on both sides wound up a minor private wrangle into a dramatic confrontation.

Adolescents' thirst for drama, for action in boy-girl manoeuvrings, is an obvious enough motive factor. But beyond that I was struck by the apparent absence of anything positive in the contribution of the "well-wishers" in the dispute.

The parents' particularly showed unusual confidence in using available agencies of support. The quantity of time taken resolving the tangle was, however, small: an hour in all. The kind of involvement required was of low intensity. We were there to provide two things: a "safe" environment in which the grievances could be aired and a recognition that the dispute was important, that it mattered.

Such disputes are a natural part of any adolescent society, part of the learning process. They occur in plenty in most schools, fuelled by sexual interaction, jealousy, racial tension. But is there no better way for parents and teachers to use their talents than in picking up the pieces after the explosion? Schools are no more immune than other institutions in society from pressure towards violence, but they seem painfully bad at teaching any alternative peaceful method of settling arguments.

If practice is the best form of teaching, then schools should ideally be aiming to provide some structure through which potential violent opposition could be talked out rather than fought out. The only kind of arbitration that kids would accept as valid (and the only structure that would teach them any positive social skills) would be one in which they played the major role.

How that "major role" should be created, what exactly it should consist of, is, and ought to be, open to many different interpretations. If the idea of some kind of arbitration panel is accepted as a basic model, there remains the open problem of the composition of that panel.

The least risky forum might include provision for a panel consisting of representatives of parents, year heads, pastoral staff and, where appropriate, welfare agencies, before which the protagonists could call their own witnesses. But would such a model seem credible and therefore powerful to the pupils?

If an alternative scheme were tried, whereby pupil representatives, elected from every year, were included as members of the panel, the risks might be different, but as serious. The school population would be more centrally involved, but there would be a considerable danger that representatives might be victimised for their role in disputes. How could they attempt the delicate balance between involvement and detachment?

In spite of the undoubted problems, however, I believe that limited experiments would have a good chance of establishing the credibility of the idea, particularly if schools made it clear that referral of problems to a school arbitration panel was the only definite alternative to ultimate suspension or court action.

There is evidence, if you look for it, of much positive potential on all sides, potential that is frequently frustrated and turns sour through lack of a suitable outlet. Teachers do want to play a more effectively preventive role: many parents are concerned about their offspring; and the kids themselves can frequently be seen to be asking for some kind of recognition of the public reality of their own world, from the adult community.

It is worth a try. Teachers and parents could be better employed than as mere touch-line judges in the jungle warfare.

The writer is a teacher in a unit for suspended pupils.



Photographs of Brian Simons by Neil Martinson

The elusive subject

Image-Music-Text: essays selected and translated by Stephen Heath.
By Roland Barthes.
Fontana £1.50. 00 634880 7.
Language and Materialism: Developments in semiology and the theory of the subject.
By Rosalind Coward and John Ellis.
Routledge and Kegan Paul £4.50. 7100 8620 2. £2.25. 8627 X.

After rashly agreeing to review these two books, I have been brooding over them for several weeks now in the hope that my impressions of them would gel into something manageable and academic that I could put confidently on to paper. But who is "I", and what is meant by "my impressions"? Such simplistic concepts have been drastically undermined by modernist French culture of which the two books are very typical examples, the first directly and the second by reflection. And if, for professional as well as personal reasons, one has to take modernist French culture seriously, one (O blessed "one", that allows one to grope one's way temporarily through the cloud of unknowing!) has difficulty in laying one's hand on an identity that will provide over the composition of the article.

We have come a long way from those earlier phases—the Renaissance, the Enlightenment, the Romantic Age and the post-Nietzschean era—when modernism meant primarily the self-assertion of the individual. The catch-phrase now is: after the death of God, the death of Man; which, being interpreted, seems to mean that the modernist individual can only be aware of his particular self as a subject-object oscillation, a modest *parole* bleeping in the sea of language, not so much a full-blooded identity as a fairly accidental ideolite. Nothing could be more out of date at the moment than the robust Cartesian assertion, once thought to be the foundation of French culture: *Je pense donc je suis*. "I" has become gaseous, "to think" is to shuffle ambiguous signifieds by means of deceptive signifiers, and "to be" is an empty tautology. The sentence should probably now run: *Ca me pense plus ou moins, et on ne sait pas trop ce qu'on est*.

How this crisis of the subject came about is a complicated story but, for the sake of argument, we can perhaps date it from the point at which Rimbaud, before lapsing into definitive silence, penned the schizophrenic dictum: *Je est un autre*. Then, Freud's distinction between the Super-Ego, the Ego and the Id appears on the whole, and in spite of Freud's intentions, to have advantaged the latter term at the expense of the two former. We are all visibly rooted in the Id, but how can we be sure that the Ego and Super-Ego are anything more than transferred mirages of shifting social prejudice? Sartre, although officially anti-Freudian, later added to the uncertainty by telling us that being-for-itself is an anguished emptiness, always rushing to fill its void with those borrowed patterns of collective bad faith that are falsely known as "human nature". He urged us to be "authentic" but neglected to explain how a void can have substance, i.e. be a subject.

More recently still, structuralism and semiology, which are, as it were, two aspects of the same doctrine, have shown that we live all the time in a forest of signs and symbols, linguistic, social, political, aesthetic, etc. Indeed, we are those signs, each of which has no inherent significance in itself, but only takes on a meaning in relation to the other parts of some pattern. "I" is the place or space (le lieu or l'espace) in which a number of trans-individual signs intersect, and all signs, being non-substantial, are polyvalent and at least potentially so. "I" has no more a soul than

"depth" than the tie I put on in the morning (if I am the sort of person who still wears a tie, tie or no tie being a primary social sign: age versus youth, constraint versus liberation). A tie is a non-necessary survival of the archaic neckerchief, a sign of class, club, wealth, a transposed sexual symbol—pendant, bulky or controlled—an aesthetic object on the spectrum between discretion and vulgarity, etc. Similarly with "my" mental furniture, all the items of which could be categorized according to the various collective frameworks into which they fit. In short, I am just a multi-dimensional nodal point, and self-knowledge is at best an inevitably imperfect awareness of the fluctuating modes of my nodosity.

One must admit that this is not a strong position from which to write a review; how can one nodal point appreciate or pass judgment on another? Perhaps this explains why so few reviews in the present avant-garde French journals ever get to the point of saying what the book ostensibly under discussion is about, supposing it were about something (but can there be object without a subject?). The reviewer, who is really "not there" as subject, can usually do little more than agitate the iridescent web of the signifieds from his particular, punctual stance, thus producing, in echo, another uncentred prose-poem. So, dear English reader, bear with this uncertain "one" wielding the pen, as it wobbles between existence and non-existence in its manipulation of uncontrollable signifiers.

Fortunately, there are one or two things that can be said about *Image-Music-Text* in a traditional way. The volume brings together 13 essays written between 1961 and 1973 and illustrating different facets of Roland Barthes' thought as the most eclectic of the Parisian modernists. I have not been able to check the translation with the originals, but it seems quite brilliant and as good as one could hope for in the case of such material. Since 1973 in *Barthes sur Barthes* and *Fragments d'un discours amoureux*, we have, of course, seen the emergence of a less austere more confidential and even—paradox of paradoxes—more subjective Barthes, whose existence could hardly be guessed from these texts; nevertheless, they give a fair sample of his range.

Some are immediately comprehensible as exercises in code-deciphering in the simpler structuralist/semiotic manner. When Barthes writes here about photographic images or publicity material as he also did in the early, entertaining work *Mythologies*, he is showing how the apparent message is underlaid or overlaid by various codes operating as half-conscious or unconscious harmonics, which modify the "meaning" and may even supercede it altogether. His point of reference is the deconstruction of bourgeois bad faith: the exploding of capitalist myth, the calling into question of the Law, Father and God in the name of Oedipal revolt. Although he often affects an attitude of scientific precision, he may at times become irritated with science itself as a form of dull determinism. Whether or not one is able to see the Parisian modernist concept of bourgeoisism as

an all-purpose substitute for evil, and Oedipal revolt as the beginning of all wisdom, one naturally assumes him to be asserting the libertarian enlightenment of the subject as individual. That is, if I could instantly decipher all codes, I would be in possession of "meaning". I would be subject grasping "truth" or "reality" as the interrelation of the valid parts of the codes.

But to suppose this is to cling to the old-fashioned notion of the subject as unit and of meaning as finite, which is vigorously argued against, or rather dogmatically denounced, in several of the other articles, and most vehemently in "The Death of the Author". It is as if Barthes, starting from the Saussurian principle that linguistic signs are arbitrary and empty, and only acquire temporary, unstable significance through the juxtaposition of their similarities and differences, felt an urge to go on to atomize the identity of the language-user and to institutionalize the uncertainty of sense. He seems to be so afraid of the restrictive effect of some preexisting authorial projection of bourgeoisism? — and so loath to limit himself to any one meaning as being prejudicial to all other possible meanings, that he is ready to deny the author who precedes the work, and to see the value of the work as residing not in any definable significance but in the indefinite, "erotic" (to use his own term) expansionism of the signified.

According to this view, Proust presumably did not write *A la recherche du temps perdu*, not even with his *moi profond*; the book having come into being through a punctual agitation of language, we suppose an identity called Proust to explain it. Proust himself didn't know he was Proust until he had written it, and if he thought so afterwards, he was perhaps under a misapprehension. Also, *A la recherche* has no one meaning, nor even an agreed set of ambiguous significations; it is not *signification* but *significance*, or endless suggestiveness. And the same applies to all sign-patterns: in music (e.g. *The Diabelli Variations*) and the theatre (e.g. Japanese puppets).

A la limite as they say, one can accept some of the implications of this. The greater the artist, the more general he is. *A la recherche* and *The Diabelli Variations* have appealed to countless people with no obvious kinship to the historical Proust or the historical Beethoven; once the works exist, it is as if they had always been there by the identity of all identities. But (objects a timid little subject, reasserting itself inside the "one"), there were, after all, three physical realities called Shakespeare, Beethoven and Proust; each occurred at a particular, significant point in the diachronic sequence of his art and, for reasons which are beyond our comprehension, each was an original genius, a subject capable of transforming the existing artistic data into exceptionally general and complex semiological patterns. And what they invented, while indefinitely malleable, also has a sort of identity through time; for instance, *Night's Dream*, which existed before, and still exists after, such modernist directors as Peter Brook and Ariano Mouchkine

presented it on stilts and trapezes, a pattern of chess movements on a set of sheepskins. It is right to analyse the uncertainty of the subject and to stress the ambiguity of the work, but to turn the first, a total emptiness and the second, an undifferentiated shimmer of possible signifiers, into a little of intellectual fitness. Would Barthes himself be a professor at the Collège de France number of people had not, in the old-fashioned way, assumed that he, after all, Barthes, and that his book on the whole, a certain meaning?

Whatever Barthes' theories, his writing is always full of a quirky individuality that helps the not-so-modernist to follow. *Language and Materialism*, on the other hand, although the joint (and, hopes, "erotic") product of two individuals or punctual stances, presents a first contact, a blank wall of abstraction as if language were speaking itself, the voice of iron necessity. On the face of a comprehensive survey of a trend in French thought, we are led to a demystification of the complex, intricate realm of the "human" socially constituted process which is a material role in society, and assured that "materialist philosophy" is able to provide a scientific account of history and the subject.

If this proud statement were true, problem of individual identity would be solved; I would know how far I am subject or conditioned object in relation to both language and society. But authors themselves proceed to de-strate, with constant reference to Althusser, Barthes, Benveniste, Derrida, Kristeva, Lacan, Lévi-Strauss, etc., all signifiers they use so confidently in introductory pages turn out to have slippery significations, which soon mockery of the concept of the scientific. Even the term "materialism" loses solidity and begins to look like a dated survival from some earlier era of physical theory, since Coward and Ellis locate the essential dilemma of the subject not on the first two "levels" of practice, the economic and the political, but on the third, ideological, by which is largely the domain of literary imagination.

Once this is admitted, it is difficult to say how far the supposedly materialist infrastructure conditions the superstructure, or how far the superstructure invents a fictitious infrastructure, which it then takes to be "reality". In other words, Marxist ideology may as well be as full of myths as bourgeois ideology, so how can I, as subject, be sure to which I should give my allegiance, i.e. to which I should insert myself as a point?

The commonsensical answer would be that it is not necessary to subscribe finally to either, or indeed to any one system since no system can be more than a partial mode of language. Coward and Ellis, who clearly have a thirst for totality, want to label their subjectivity as Marxist, but in the course of the argument, they frequently criticize "traditional" or "vulgar" Marxism, that they produce the curious impression of being at once dogmatic and open-minded. Their very last sentence goes as far as to present Marxism only as an ideological philosophy of the future.

Until Marxism can produce a more adequate account of the role of ideology, subjective contradictions, and the role of the family, it will never provide a real alternative to bourgeois ideology. In other words, for the time being, bourgeois ideology works better—an odd conclusion to so anti-bourgeois a book.

John Weighman is Professor of French Language and Literature at London University (Westfield College).

Simple Justice. By Richard Kluger. Andre Deutsch £9.95. 233 9689 2. Retreat to the Ghetto. By Thomas L. Blair. Wildwood House £8.95. 7045 0318 2.

American history has frequently shown that a single Supreme Court case can have as much impact as a President: *Dred Scott* in 1857 hastened the Civil War; *Baker v Carr* in 1962 started a process of electoral redistricting which was to have profound effects on a nation as addicted to the ballot as to baseball; and *United States v Nixon* in 1974 sealed the fate of the 37th President by rejecting a claim that thousands of feet of colluded or privileged materials. Few decisions, however, have had the social and political repercussions of the case delivered on May 17, 1954, when Chief Justice Earl Warren, speaking for a unanimous Supreme Court, pronounced that segregated educational facilities were inherently unconstitutional. That decision—*Brown v Board of Education of Topeka*—sounded the death-knell of the South's peculiar way of life in which slavery had been replaced by an elaborate system of humiliating laws designed to separate the races on almost every occasion on which they might meet.

The Brown decision thus represented a belated official attempt to give black Americans what Richard Kluger, in his absorbing and exhaustive study of civil rights litigation since the nineteenth century, calls "simple justice". Over 20 years later such an end must surely seem beyond dispute. On the other hand controversy still surrounds the methods which should be used to achieve it. For, although the 1954 decision marked a turning point in the struggle for racial equality in the United States, it also sucked the country's schools and universities into centre of political controversy and imposed upon the judiciary responsibilities for detailed aspects of educational administration which it was not particularly well-suited to discharge. And apart from presenting grave practical problems such a route to a better deal for blacks was both slow and indirect. Small wonder then, as Thomas Blair's useful survey of black political subterfuge reveals, that ethnic minorities should increasingly consider direct action as a substitute for the uncertain processes of the law.

Doubts about the wisdom of tackling such a complicated problem as segregation by judicial fiat were of course expressed almost from the moment the Voice of America began beaming the content of the Brown judgment around the world, as Kluger tells us, in 34 languages. Nor were the doubts confined to those who disliked the substance of the decision. In part the doubts stemmed from the fact that the Court seemed to have abandoned the careful course which it had been steering since the dispute

Not radical enough?

Gillian Peele reviews two new studies of the American blacks' struggle for equality

with Roosevelt over the constitutionality of the New Deal. By taking the initiative in an area as sensitive as race, where neither a Republican President nor a conservative Congress felt able to act, the Court had again brought the issue of its own legitimacy to the surface of public debate; and as the years of the Warren Court went by that issue was to be hammered for all it was worth by Republicans anxious to mobilize a silent majority of bigots. The question of the propriety of the Supreme Court making social policy according to its own interpretation of constitutional morality was raised in the *Brown* case in a way in which was particularly blatant—although Felix Frankfurter, the high priest of judicial restraint on the bench, on this occasion did not find heresy in the Court's verdict. In order to overturn segregation as practised in the South the Court had first to overturn one of its own precepts—the "separate but equal" doctrine laid down in 1896 in *Plessy v Ferguson*. For many years the Court had not been prepared to confront this doctrine squarely; and black pressure groups anxious to improve the lot of their Southern clients had been forced to fight their cases by showing that the facilities provided by states which segregated everything from the school to the soda fountain were not in any sense equal. Now that the Court was prepared to reconsider *Plessy* it chose to make a virtue of the fact that it was departing from precedent and to write an opinion which the lay public could understand. The *Brown* decision was therefore short and comprehensible and its argument depended far more upon sociological analysis than upon technical legal reasoning.

Much of Kluger's book is devoted to the tactics of lawyers and judges as they tried to get around *Plessy*'s licence to segregate. Certainly Kluger himself has little but contempt either for the decision itself or the Court which produced it; and he pours scorn upon the manner in which the Fourteenth Amendment was not so much passed as smuggled by judges who either could not see or disapproved of its broad purpose. (Melville Weston Fuller, the Chief Justice at the time of the *Plessy* case, was, in Kluger's view, "the most obscure man ever named to the position" while the man who actually wrote its cruel and hypocritical phrases—Henry Billings Brown—is dismissed as one of the Court's "dimmer lights"). Yet Kluger is ambivalent about whether the Court in 1954 was right to overturn even a decision as flawed as *Plessy* in the dogmatic way which it did; and indeed he admits that the price which had to be paid for the stark simplicity of the *Brown* verdict was a "loss of persuasiveness and judicial authority".

The problem of judicial authority became all the more intractable in succeeding years as *de facto* segregation in Northern cities came to be seen as the primary obstacle to an integrated and just society. According to Kluger (who unfortunately devotes only one chapter to the problems which arose after 1954) by 1972-73, 46.3 per cent of the black children in the eleven Southern states were in schools where the majority of children were white. In the rest of the country, however, the grim cycle of inner city decline and the flight of whites to the suburbs had left its mark: outside the South and the border states only 28.3 per cent of negro children were attending schools with a white majority intake.

Initially it seemed as if the Supreme Court would push the logic of *Brown* to its limit and tackle *de facto* segregation as it had tackled official discriminatory action. Armed with the remedy of busing, it did indeed in 1973 order that Denver's minority black population be equally distributed throughout the district discharging area. But that in a sense represented the high water mark of judicial innovation and since then the courts have been careful to define the limits to which they will go to monitor integration to ensure substantial equality of expenditures on pupils within a state and to achieve integration in the absence of a clear intention to discriminate. Thus the Court in 1974 refused, in a case called *Milliken v Bradley*, to cross the district line of metropolitan Detroit to find enough whites to make a reality for equal treatment for the city's black population. Thurgood Marshall, who argued the *Brown* brief before the Court he was later to grace and who is in many ways the hero of Kluger's epic, saw the Detroit case as a large step backwards in the move towards constitutional equality.

Kluger's own comment seems similarly gloomy: "By the mid-seventies, encouraged by the Court's liberating suburbia of any obligation to share its wealth and classrooms with nearby urban blacks, the white exodus from cities of every size . . . was turning into a gallop. The very concept of school integration was thus being severely impeded by a new generation of massive residential segregation beyond apparent reach of the law." In fact Kluger's analysis does not end on quite such a dispiriting note. For what he emphasizes is the extent to which judicial remedies, and indeed civil rights litigation, has been supplemented by other means of forwarding black participation in American society. Kluger and Blair both stress the manner in which blacks have used their political strength since the mid-1960s. Thus, although they have become "ghettoized" by white migration, many American cities now have black mayors as well as a host of other black public officials. And of course both feel constrained to mention the rise of black culture—from the Afro hairstyle to Aretha Franklin and soul music.

Indeed Blair sees the "dominant trend" in contemporary black evaluations of the situation as a multi-faceted progress on the constitutional, political and cultural

fronts so that the negro can participate like other ethnic groups in the competitive pluralism of American society. Blair, however, does not feel that these "new black politics", personified by Julian Bond and Richard Hatcher, can really be radical enough to compensate for the multiple disadvantages from which the negro suffers in his attempt to get "a piece of the action". Ultimately both Kluger and Blair seem to conclude that without a massive redistribution of resources

to the black cities, further constitutional and political advance will do little to aid the condition of the majority of blacks or allow them to take advantage of the opportunities opened up since 1954. But that in turn would demand a massive revolution in American values and a recognition that if stateways cannot change folkways overnight they should at least try. In the meantime, anyone interested in the complex problems of racial dissonance could benefit from reading these books.

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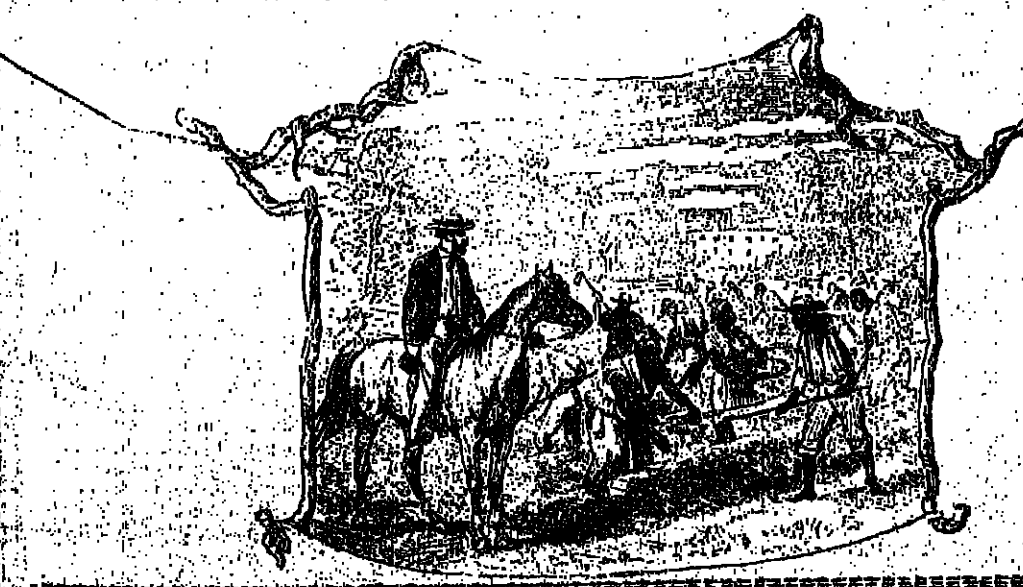
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Music

Scale 1 Posts

DORSET

SWANAGE MIDDLE SCHOOL

(11-13 years) (Group 7)

MUSIC TEACHER, Scale 1 or 2

according to experience required

supplementary to the main

and coordinate music through-

out school.

Application form and further

details (Form S.A.E.) from the

Headmaster.

Physical Education

Other Posts on
Scale 2 and above

SUFFOLK

LUNN MIDDLE SCHOOL

(11-13 years) (Group 7)

MUSIC TEACHER, Scale 1 or 2

according to experience required

supplementary to the main

and coordinate music through-

out school.

Application form and further

details (Form S.A.E.) from the

Headmaster.

Central Area

St. Peter's High School

Burnham-on-Crouch

Tel.: Maldon 782377

8 Form Entry, 11-19 All Through

Comprehensive School. Established in 1970.

Second Mistress/Master
(Salary as for Deputy Head—Group 11)

Vacancy for commencing Summer Term

1978 caused by the promotion of the previous

holder.

Applicants should be well qualified, experienced

graduates, willing to undertake major responsi-

bilities in the administration of the school, work-

ing long hours, including parts of each holiday,

having meticulous regard for detail, coupled with

a real sympathy for the pupils. The ability to work

under pressure and a sense of humour are essen-

tial; a knowledge of current techniques in time-

tabling construction is desirable.

Generous lodging and disturbance allowances are

payable in approved cases.

Application forms available from and returnable to the

Headmaster at the school, not later than Wed-

nesday, 8th February, 1978.

Essex County Council

North West Area

The Rickstones

Conrad Road, Witham.

Tel: Witham 515756 (Roll: 150 at present)

The following teachers are required for this new

comprehensive school (Group 9) which opened in

September, 1977, in purpose-built open-plan accom-

modation. The second phase of building is nearing

completion and the school expects approximately

320 on roll by September, 1978, rising each year

until it reaches 6 forms of entry.

Senior Master/Mistress

Required for September, 1978, to co-ordinate the

development of pastoral care within the school, and

supervise girls' welfare. The successful candidate

will work with both pastoral and academic staff. A

sympathetic attitude towards all pupils, a counsel-

ling approach to discipline, and Wellington boots

essential.

Remedial/Pastoral

Required from April/September, 1978. Scale 3.

Head of remedial department. Candidates will be

conversant with diagnostic testing procedures, have

a sympathetic attitude towards pupils' difficulties,

and with a team of pastoral and academic staff,

be prepared to develop one house pastoral area

in the school.

English

Required from September, 1978. Scale 3. Head of

English department. The successful candidate would

work within the Humanities Faculty in a team-

teaching situation and will have the necessary

vision to develop the subject within an integrated

course. An interest in drama welcome but not

essential.

Art

Scale 2. Head of art department (from September,

1978), with enthusiasm and organising ability. The

successful candidate will work with the design

team to develop an integrated course of study,

embracing art, craft, and home economics and

plan for the third art area on completion.

Modern Languages

(From September, 1978). Scale 1. Enthusiastic

graduate to teach German and French in a

developing department.

Physical Education

(From September, 1978). Scale 1. Teacher for

girls P.E. required.

Science

(From September, 1978). Scale 1. 0 graduate is

required to team-teach Biology, Biology,

MUSIC AND DRAMA. Further details available

from the Headmistress. (Please see S.A.E. please.)

Closing date—27th January, 1978.

Essex County Council

Scale 1 Posts

BRADFORD (City of)

NORTH YORKSHIRE

MIDDLE SCHOOL

(11-13 years) (Group 7)

MUSIC TEACHER, Scale 1 or 2

according to experience required

supplementary to the main

and coordinate music through-

out school.

Application form and further

details (Form S.A.E.) from the

Headmaster.

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MUSIC TEACHER, Scale

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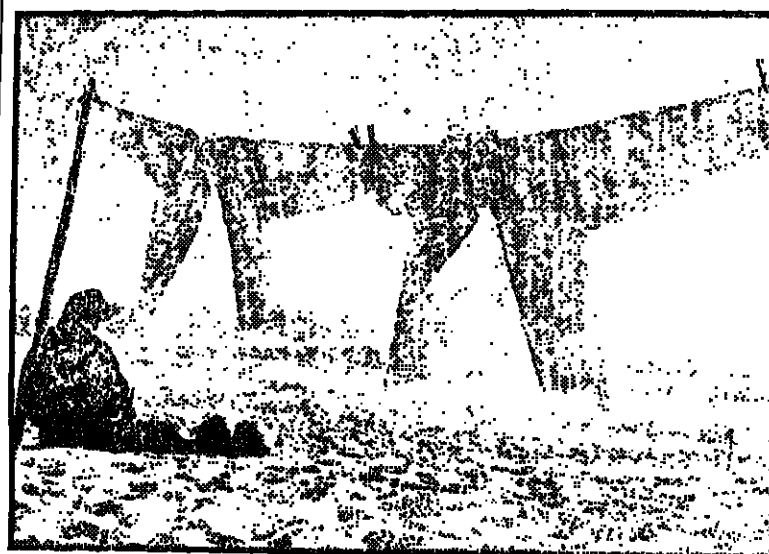
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TES
SPECIAL INSETS
1978

If you would like a copy of the complete list of special insets planned for publication in the TES during 1978, please write to the ADVERTISEMENT MANAGER, The Times Educational Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, LONDON WC1X 8EZ.



Still shimmering in the sun.

continued from page 33

Estoril, or perhaps the beautiful fishing village of Sesimbra, are within easy reach.

Lisbon clusters around the grandeur of Black Horse Square, below the bulk of St George's Castle, and on the shores of the wide mouth of the River Tagus—now spanned by a huge suspension bridge with a statue of Christ, similar to the one in Rio de Janeiro, dominating the southern shore. Free of industrial development, it is a clean city, with a big range of hotels and restaurants to choose from and superb shopping (look out for baguets in leather goods, glassware and ceramics).

Because it is centrally situated, Lisbon or one of the nearby resorts is the best base for any tour of Portugal. Options in the north and the Algarve in the south are both within a day's drive, but most visitors will prefer to take things a little more easily and see something of the countryside.

For them, or any wanderer in Portugal, the country has an admirable range of state-run hotels, the "pousadas". These "pousadas" are often in old castles or mansions. Naturally they are popular too, so visitors are not usually allowed to stay for more than two or three

nights and advance booking is essential.

Using the "pousadas" as a base, I have toured happily in Portugal in recent years with children. But the Algarve is still a first choice with my family—except perhaps for grandpa.

We went along to that little back street bar and restaurant in Curvacion on Friday night. The grilled sardines were delicious, but a while it looked as though grandpa was going to be right about the music. Our sole entertainer was an adolescent youth who sang tunelessly and played the guitar equally tunelessly into some immense amplifying equipment which threatened to blow every fuse in the place.

The audience grew restless. And then there happened one of those unaccountable moments which can make a holiday in Portugal truly memorable. At one of the tables a woman began to sing, and did so with the clear, confident, powerful and dramatic self-assurance of a true fado singer. We unplugged the guitarist and listened, entranced, to an unpremeditated and spontaneous half-hour's entertainment from this woman—a professional singer on holiday.

For me it was the crowning moment of many visits to Portugal. And I noticed that it even brought tears to grandpa's eyes.

But that may have been because he thought he was going to have to eat his hat.

Portuguese National Tourist Office, New Bond Street House, 1-5 New Bond Street, London W1, Tel. 01-493 3873.

The Bank of France and a school in Nottinghamshire have founded an unusual holiday scheme. Described by Ralph Brooke

EXCHANGE RATE

In 1972, thanks to the good offices of the Central Bureau for Educational Visits and Exchanges, I found myself in "Le Lot" with a group of my pupils and students spending a pleasant fortnight at the Collège d'Enseignement Général at Lacapelle-Marival.

The subsequent visit by a party of French children from the region to Nottinghamshire led to information reaching my deputy from the mother of one of the students, an employee of the Bank of France, that the bank was anxious to find means of extending their leisure services to other European countries.

A letter confirmed that the bank was indeed interested and at Easter 1973 children of employees of the Bank of France were to visit France (the Bank of France, unlike the Bank of England is a commercial bank with a wide network of branches), came to this part of Nottinghamshire and stayed in the house of one of the officials of the bank, a day which included visits to Carnac and the Gulf of Morbihan and ended with dinner at 10 o'clock at Vannes. I was able to find out what the bank was looking for and to make promises about what I could do to make further contacts.

I offered to write to *The Times Educational Supplement*, and the letter, published in September 1973, led to contacts between the bank and the Cambridgeshire education authority and a school in Birmingham.

The following year our French visitors had the opportunity to use the National Water Sports Centre at Holme Pierrepont, near Nottingham, on a residential basis, for five days as we were at joining in our annual camp at Conisbrough.

The Comité Central d'Entreprise is a complex kind of welfare state within the bank's organization and the leisure services section is only part of that. Even so, they run throughout the year, spending holidays in the Alps, Chamonix, Embury and Crevois, in the Dordogne or Giverny, in Brittany at Concarneau, in Youngs at the Chatou Regatt, in the Basses Alpes at Aillon, in the High Pyrenees at Lannec and Gichen, and from time to

time lease other centres throughout France and in Corsica.

As in all exchanges, there are and have been numerous problems. The bank's centres are geared very much to sporting activities, often of a kind that British students have not much chance of pursuing, like skiing but, speaking from my own personal experience of visits to Concarneau and Morbihan and to the school camp in the Lake District which we have thrown open for the past four years to parties from the bank, the advantages of communal life and of encouraging the new generation of Europeans to get to know each other, far outweigh the disadvantages.

As is usually the case with all exchange schemes, the group exchanges have been followed up by individual exchanges, sometimes fairly lengthy and certainly involving contacts with many different parts of France.

An indication of the success of the scheme, once it was off the ground, came in the demands from the bank for more and more places. I have tried by all means possible to help them.

Among other things, I saw my own director of education, Mr J. A. Stone, who gave his enthusiastic support to a scheme to open agricultural colleges in the summer of 1974 to a party of French children, and in return sent a party, drawn from all over the county, to Embrun. This past year a further centre in the county, at Ordail Hall, has been opened, and again,

although there have been problems on both sides there is an earnest desire for the exchanges not only to continue but to be increased.

I doubt if we have anything in this country comparable with the bank's centres, where, although conditions are sometimes basic, food is generally superb and the number of activities offered quite outstanding. They generally include skiing, often all the year round, horse-riding, sailing, climbing, canoeing, polo-holing, swimming, cycling, lightweight canoeing in the mountains, and the organization, with safety being of paramount importance, is first class. Medical services are available and daily reports are sent to the director in Paris.

The latest development is that my former deputy, Mr R. A. Moore, is now a headmaster in France and having already been visited by officials of the bank is planning the involvement of his own school in these exchanges.

The bank is still anxious to find more places for its young people in Great Britain and anyone who is in a position to organize exchanges the prerequisite being that groups should be of around 30, is invited to write to: Monsieur Jacques Baudry, Chef de Section Loisirs, Comité Central d'Entreprise, Banque de France, 31 Rue Radziwill, 75001 Paris, France. I am also willing to answer what questions I can.

Ralph Brooke is head of the Joseph Whitaker School, Nottinghamshire.



A new generation of Europeans getting to know each other at Conisbrough.

WITH FIVE STAR CARE

Diane Spencer on winter holidays for handicapped children and adults

"Ours is a hotel with a difference, but we try to keep that difference as discrete as possible." That was how Mr Neville Simpson, manager of Colwall Court, Bexhill, Sussex, described his hotel which provides holidays for handicapped children all the year round.

"We try to run a five star hotel with a fully qualified chef and catering staff but we also have trained people to care for the children. Mums need to be reassured that their children will be well looked after", he said.

The hotel, a large house built in the 1930s with enough beds for 18 children, is in a quiet residential area of Bexhill, a short distance from the sea. It was opened in 1959 by the Stars Organisation for Spastics and is run by a management committee of show business personalities.

Leslie Crowther, the comedian, is the present chairman. He and Peggy Cummins, the actress, who was the previous chairman, drop in frequently. Mrs Simpson said, "You should see this room at Christmas—it is piled high with presents—the kids get thoroughly spoiled, but it's worth it."

Like any other hotel that never closes, Colwall Court is full from April to September; but, apart from Christmas, it has a slack winter season. This year it is emulating its big sisters in the business by mov-

ing into the "bargain break" holiday trade, albeit in a small way.

Last November Colwall Court organized one week's holiday with the theme "Through a Lens and 1066 and all that". The children, armed with cameras, some had their own, others were borrowed from photographer Jim Beryman, followed in the footsteps of William the Conqueror from where he landed at Normandy Bay, to his camp at Ninfield and so on to Battle, where he met Harold.

One evening was devoted to developing and printing, and a competition on the last night decided the best picture.

But the guests were not expected to spend all their time in worthy activity. The hotel has a small, but warm, covered, swimming pool at the end of the wide-lawned garden. Apart from the hotel guests and staff, it is used by children from the playgroup run every morning by Colwall Court staff.

For really lazy guests there is a comfortable lounge with colour television; but the manager said he liked to encourage the children to do something more creative during the day such as painting or clay modelling in the sun lounge overlooking the garden.

In December there followed a week of theatre and entertainment which exploited the talents of the

SOS. Cyril Fletcher, Tim Rice and Steve Emerson, a television stunt man, were among those who gave talks and shows for the guests.

This week was fully booked and included some adults as well as children.

Three other hotels run by the Spastics Society, the Garwood, in Bognor Regis, the Bodfont, in Clifton and the Chiltern House in Oxford, also run bargain breaks for handicapped people. Each hotel had a different activity to offer.

At Garwood visitors had a punter's holiday in November with racing at Fontwell Park and Bingo every day for seasoned gamblers.

There might still be a chance to study archaeology or do brass rubbing at the beginning of, or fishing at the end of February. At The Bodfont there will be a painting break from February 13 to 18 with visits to local galleries and the Constable country near by.

Unfortunately, the breaks are now over in Chiltern House; but next winter the society intends to offer more bargain breaks following their successful debut this winter.

Costs varied from £24.50 to £45 and detailed forms must be filled in to ensure that every guest is well cared for, whatever his disability.

The Spastics Society, Centres Department, 12 Park Crescent, London W1N 4EQ.

THE LITTLE
TRAINS OF
WALES

By Tony Heath

There is some justification for Wales's claim that the birth of the steam-powered railway engine cannot be attributed solely to George Stephenson's 20 years before the famous Rocket, an engine designed by another legendary engineer, Richard Trevithick, was hauling loads for the iron works of Merthyr Tydfil.

The impact of the railways on Wales in the past century was enormous, with the area hitherto inaccessible being opened up and the new means of transport being employed to take the Principality's two primary products—coal, in the valleys of the south, and slate, in the north, to the north-west—down to the ports.

Perhaps it is natural that today the age of steam lives on in Wales. It does so in a manner that attracts thousands of visitors from all over Britain and beyond—the army of enthusiasts who come to the annual holidaymakers who simply like to ride the rails on the eight little trains of Wales.

Colourful liveries, brightly polished brasswork, the railway rituals of the nineteenth century—all the ingredients of nostalgic blend together in the narrow gauge lines that meander through some of Wales's most spectacular mountain and coastal scenery.

About a million people are carried every year on the eight lines. About a quarter travel the Festiniog Railway, which winds from the harbour at Porthmadog through glorious country into the foothills of the Moelwyn Mountains. The line was originally constructed to carry slate from the quarries around Blaenau Ffestiniog down to the coast for export.

It began its life as far back as 1836 as a horse tramway—but when the industry declined the line fell into disuse and closed in 1946.

However, eight years later a group of enthusiasts set about the task of rebuilding it and more than two decades of toil and dedication have brought a splendid reward. The last mile of the 42-mile route should be completed within the next 18 months, rejoining the old iron link between Blaenau Ffestiniog and Porthmadog.

The Talyllyn Railway, like all the



Talyllyn station, high in the mountains, on the Festiniog narrow gauge railway. Photo: Dorothea Heath

Little trains, has at some time faced the threat of closure. However, it has managed to stay in continuous operation since 1865, linking the Cardigan Bay resort of Tywyn to the village of Aberystwyth, 7½ miles inland.

This line, too, owes much to the work of volunteers who not only saved it from closure but also created a fascinating narrow gauge railway museum at Tywyn. A feature of the route is the fine viaduct at Dolgellau station, a popular alighting point from where there are excellent walks past three waterfalls in a wooded gorge.

British Rail is represented among the narrow gauge lines of Wales with the Vale of Rheidol Railway. The last operational link British Rail has with the age of steam, the line starts at Aberystwyth and climbs 12 miles through glorious scenery—a mixture of broad river valley, precipitous and wooded mountainside, and the open moorland of Plynlimon—to Devil's Bridge.

The line, opened in 1902, seems to have been the only "little railway" in Wales built for tourist traffic and it remains one of the attractions of Aberystwyth, a resort and university town in the centre of the broad sweep of Cardigan Bay.

The Welshpool and Llanfair Railway runs through lush country in the border territory of Powys. Built early in the century to carry villagers and their produce to market at Welshpool, it has since

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ALL MY OWN WORK

Experience not necessary but enthusiasm essential writes Tony Rennell who joined a painting summer school

There are unexpected hazards to art in the open air. Take the story of the grand old lady painting and panting on a summer's day. She drops yet another stick of charcoal, reaches down to pick it up, catches on skidding and scandalizing without a pause or glance—until she looks down and screams.

Her picture has turned a nasty brown, there is a faecal smell in the air, she nearly faints. Ah well, you cannot always tell the difference between charcoal and sheep droppings on a Welsh hillside.

That, you might say, was an unfortunate (and, for the lady, unhappy) meeting of art and reality. It is also the kind of thing that sticks in the mind about joining an art summer school to learn to paint.

These are holidays with a purpose and they are becoming more popular each year as people look for something more from a summer break than just lying in the sun or following the half-tanned hordes around the usual tourist beats.

The Colby Mawr summer school, in the heart of the Brecon Beacons, never promised to be easy. Seven intensive days. Breakfast at eight, followed by an hour of rigorous criticism of yesterday's efforts with brush or pencil. Nor was it polite. The two resident tutors, full-time art teachers and painters, knew their guests—students were paying to learn, not laze, to be helped, not flattered.

Some may have bridled at the treatment; most accepted and came back for more. Night after night, it was eager students who pursued the conversation until well after midnight and were there again only next morning to demand more criticism, more advice: "Exactly what was wrong with the composition? Were the colours wrongly



mixed? How can I cope with the change in the light? How do I get more definition of that mountain in the distance?" And so on and so on.

After the morning crit, three hours of painting, some days in the grounds of Colby Mawr itself, a beautiful rambling Georgian country house with a breathtaking view across the Usk Valley; other times bundling into cars with paints and easels to drive in country to a nearby waterfall, or to sit and paint by the canal as the pleasure boat slipped by on their way to Brecon or Crickhowell, or fighting with the wind to hold a sketch pad on the top of the beacon overlooking Aber

reservoir and the wooded beyond.

Lunchtime inevitably meant a visit to the candidate pub, a village of Talybont, sweet, Felinfoel, a delightful real village, and then back to the house for food, followed by a session of more painting, more criticism, more discussion, even a little hard-worked two overworked tutors.

And to back up the work were the delights of a country party. Cricket, horses in the park, tennis on the lawn, the style, good conversation, the evening, games, music, etc. All terribly Edwardian and, to be fair, a city slicker's dream.

Sounds idyllic, and it was, until the sun shone, the must be admitted, was not at all. But even in the rain, everyone, sitting out, favoured fields, damp and bedraggled canvas covers, painting, painting.

Nobody could expect to be away feeling relaxed, and the who did would have missed point. Skills varied greatly, but that did not matter. Experience not necessary but enthusiasm essential.

The rewards were considerable. Skills discovered or enhanced at the end, something more than a postcard to take home—my own work, as the painters are supposed to say, a lasting landscaped memory of an incredible view from the top of the Usk to the Black Mountains.

The cost? This year, a tuition and full board in Colby Mawr itself (incidentally, a fine home for the rest of the year) is £89, scaling down to £41 for those who want to camp in grounds and do their own cooking. Details from The Secretary, Colby Mawr, Talybont, Brecon, Powys.



continued from page 31



two impressive mountains, the Aran Eryi—a village that has nurtured many poets and preachers—to the town with a tree-lined pleasant little railway. The distinction of the Felchour railway lies in the narrowness of its gauge—a mere 15 inches, compared with the 1ft 11in of most little railways. It was originally built to carry materials to build the beach village from which it derives its name and was later used as a horse-drawn passenger tramway.

Steam locomotives were introduced in 1916 and today the line is extensively used to link the village with the south bank of the River. Mawddach, from where a ferry crosses to Barmouth, a holiday and sailing centre.

Llandudno and the underground railway at the Llandudno Caverns. Blaenau Ffestiniog adopted the corporate title "The Great Little Trains of Wales" years ago. Visitors who want to ride a number of the routes can buy special tourist tickets, valid for seven days, giving unlimited travel on every narrow-gauge line and those up Snowdon and at the Llandudno and Blaenau Ffestiniog slate caverns. Most make use of the Rhydodolau and Blaenau Ffestiniog slate caverns. Most make use of the Rhydodolau and Blaenau Ffestiniog slate caverns. Most make use of the Rhydodolau and Blaenau Ffestiniog slate caverns.

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A more local affair than the great international summer festival with a distinctly Scottish flavour and including Burns Night in the celebrations. Lynne Gladstone-Millar previews some of the pleasures of

EDINBURGH'S WINTER FESTIVAL

Not content with having one festival, Edinburgh is now having two. Last year, as well as their summer one, they had a Winter Festival, with a programme of music, theatre, art exhibitions and sport, and it was sufficiently successful that it has been decided to hold another from January 20 to February 12.

This is a more local affair than the ambitious international festival which has now been established for so long. In addition, the Winter Festival has a Scottish flavour, which is not really surprising when you remember that Burns Night falls into the three week period.

At the same time, it is hoped by the organizers that this Scottish appeal will attract visitors from all over, and many of the large hotels in the city are offering special rates for them.

The programme is extremely comprehensive, and planned for all tastes and all age groups. The Lothian Region has come into the festival as well, so that events also take place in its towns, villages and historical spots. Thus, while parents are, say, taking a guided walk through the New Town of Edinburgh, the children can be watching a skiing demonstration on the region's artificial ski slope at Hill End, which incidentally is the largest such centre in Europe.

Again, while parents are, perhaps, at the James Drummond RSA Exhibition in the Canongate Tolbooth, the kids can be at the traditional Punch and Judy show at Jenners, and having a chance at trying to work the puppets themselves.

One of the most interesting events will undoubtedly be the weekend conference at the University of Edinburgh on the great Scottish architect, Robert Adam. This is to mark the 250th anniversary of his birth, and will be from February 10-12. On the Friday evening there will be an address by Sir John Sumner, son, keeper of the Scott Museum, and a reception and audio-visual presentation in the splendid Upper Library Hall of the Old College, and on the Saturday there will be a series of lectures by Robert Adam experts.

Sunday is to be spent visiting outstanding Adam houses in the vicinity by coach, again with experts on hand to propound on the skill of the master. It seems to me that for Adam fans this event cannot fail. Details of the conference can be had from the Department of Extra Mural Studies, the University of Edinburgh, 11 Buccleuch Place, Edinburgh. (Telephone 031 667 1011, ex. 6246.)

Scottish cookery has quite a strong emphasis in the festival programmes, not only with traditional food being offered by several hotels,



Edinburgh Castle from the Grassmarket.

and restaurants, but with cookery demonstrations and classes which have Scotch Broth, Black Bun and Tuddy Tart on the menu.

Gourmets interested in learning the art of Scottish cookery can go to demonstrations at the Womun and Home Cook School near the centre of the city. Here, in one course they can learn about herring fillets in dornie, game pie and kipper, mousie and in another course the secrets of Scottish scones, making, shortbread and Dundee cake. (This is where a dropped scone to the English becomes a pancake to the Scots.) Details for these events are available from the school at 8a Manor Place, Edinburgh. (Tel: 031 225 8644.)

There are other events in the festival which will appeal to different tastes. Fashion shows, films and folk; judo, archery, badminton and squash championships; water-jumping, hill walking, town walking, hang-gliding; the list is enormous. Even the Scotland-France rugby international conveniently falls within the Winter Festival weeks.

The backbone of a festival, however, is its drama, art and music, and at this time the city has its usual crowded programme of such events, which the Winter Festival visitors can attend. At the Kings, the Royal Lyceum and the Lyceum Theatre, there are the regular professional drama bills, and the Edinburgh District of the Scottish

Community Drama Association is holding a One Act Play Festival during the week ending February 4. The Makars, an amateur company, are putting on *Armstrong's Last Goodnight*, and in the tiny Netherbow Theatre Marjorie Dent and Vincent Chudy are giving a selection of Shakespearean scenes, songs and sonnets entitled *Shakespeare's Wonderful Women*—this latter event being put on specially for the festival.

On the art side, there is the city's broad spectrum of exhibitions, including in January the collection of Turner water colours in the National Gallery, and the exhibition of diploma works at the Royal Scottish Academy. There is also to be a first exhibition of tapestries by members of the Scottish Tapestry Artists' Group in the Fruit Market Gallery—tapestry work is a thriving craft in Scotland.

In addition, a special festival exhibition is being mounted at the Scottish Craft Centre, which will give visitors good chance to see what is going on in the craft scene in Scotland.

As for music and dance, there are a great many performances. One is a Gala Scottish Concert, in the Usher Hall, on February 4, with Ian Wallace, the Kewick Choir and Scottish country dancing. The Scottish National Orchestra, the Scottish Chamber Choir, the Edinburgh Quartet, the New Music Group of Scotland, the Edinburgh University Singers—these are only a few of those performing during these three weeks, with music ranging from Boulez to Beethoven.

Surely the most picturesque concerts, however, will be those organized by the National Trust for Scotland. They are to be held in the elegant drawing room of the Robert Adam Georgian House, in Charlotte Square. Here, on two evenings, gifted young musicians from several Edinburgh schools will perform, and on another evening the Holar Singers will give a programme.

One of the lessons that Edinburgh has learnt from its big international festival is that most successful use for performances can be made of all sorts of places other than concert halls and theatres. Churches, colleges, houses—even the waxwork museum—are all put to use for this really wide-ranging festival.

More information and a brochure on the Winter Festival is available from: The Scottish Tourist Board, 21 Ravelston Terrace, Edinburgh, EH4 3DU. (Tel: 031 332 2433.)

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SRI LANKA—PARADISE ISLAND

Tony Johnson describes the first ever British school expedition to "the gem of the Indian Ocean."

Exploring a tropical rain forest, being attacked by blood-sucking leeches, riding high on an elephant, seeing a kill by a leopard; lounging on palm-lined beaches, and finding ourselves under armed guard, were just a few of the experiences on a recent expedition to Sri Lanka.

Fifteen months of planning, preparations and hard fund-raising for a budget of nearly £6,000, culminated in the trip of a lifetime—for staff as well as students. The joint sixth-form expedition was undertaken by 15 members of two comprehensive schools, one from each side of the Severn Bridge, Crosville School, Cwmbran and Cusick School, Thornbury.

It was encouraged and financially supported by the Young Explorers' Trust and the Commonwealth Youth Exchange Council to pursue five weeks of academic field studies, photography and film-making, and getting to know young Sri Lankans. It was the first-ever British school or university expedition to Sri Lanka. We are still not sure quite why we chose it but the venue proved an excellent choice.

After stopovers amid the blistering desert heat of Dubai and the uninviting smells and slums of Karachi, this "gem of the Indian Ocean" was a green refreshing sight as our plane approached Colombo airport. The appeal of Sri Lanka, formerly Ceylon, was to be found in its remarkable variety and contrast. By the time of our arrival in August, the wet monsoon had made the west

of this upland named "resplendent" a verdant emerald green. The rice fields were lush with new grown paddy. The tropical forests in land were aflame with brilliant orchids. The empty golden beaches had pounding surf and wind-whipped palms—to sit beneath in the por of a coconut dripping on your head!

In contrast in the east, the dry monsoon had produced a yellow and sunbaked landscape. The rice was already harvested, bananas were ready for picking, pineapples were juicy and ripe, the clear blue seas were perfect for bathing, and the humidity was markedly lower. In the cooler, central districts were lofty mountains rising up to 8,000ft, frequently cut by sparkling waterfalls and ever carpeted with acres of newly pruned tea bushes. To the north were ancient cities, rock temples and giant boulders. There was so much to see. In an island half the size of England five weeks was to prove insufficient.

Our stopover in Karachi asserted its worth in two ways: the culture shock of Third World Pakistan prepared well for Sri Lanka and an overnight stay meant that we arrived at our ultimate destination less tired. On arrival in Sri Lanka a few days in Colombo gave us much needed time to relax and acclimatise, building up our reserves for the adventure ahead.

Our twenty-year-old, newly painted, Leyland bus then arrived to transport us for the next few weeks. To hire it cost us over £500

but this included "Silver", our driver, who as it turned out was worth his weight in gold. He was our ever willing interpreter, guard and guide, adviser, shopper and chauffeur.

On our way to the major field-work base in Batticaloa, true geographers all, we decided to visit a rubber plantation and a gem mine, and we explored a tropical rain-forest. We then studied an Oxford-aided self-help project which had been supported by a charity week at our school, and camped in a big game area surrounded by monkeys and elephants.

Arriving at 4.30 on one morning we found the bus at dawn and within minutes were to witness a sleek and powerful leopard on the lookout for its breakfast. As we watched and waited, it stealthily crossed our path and then with a sudden turn of speed it attacked a new-born young. The bear fought back aggressively and the leopard with obvious surprise hastily gave up the chase and leapt into a tree by our bus. It was a rare and exciting sight, never to be repeated.

Batticaloa is a fishing town situated on the sandy east coast. To facilitate our fieldwork and filming we had arranged with the Ministry of Education to be housed in a local school. Basically we camped within it, establishing a comfortable and workmanlike base.

We had meetings with some of the local students, but more significant were invited into the simple grass huts of a fishing community located on a nearby sand spit. It made for exciting fieldwork crossing a wide lagoon astride a dug-out canoe. The fisherfolk were an interesting study as they migrated here from the south west coast during March to October, escaping the rough seas of the summer monsoon and leaving their families behind them.

Others of our students compiled sample studies of local farms, irrigation schemes, and sugar plantations. Meanwhile a third group studied the coastal morphology. Sri Lanka was rich in subjects for study.

Assisted by the local government agent, who loaned us jeeps and interpreters we set off from Batticaloa to a remote inland village in search of the last declining Vedda tribe—Sri Lanka's original inhabitants. We were warmly welcomed despite our cellophane and cameras at the home of Chief Tissaharni. A sprightly 78-year-old he still practised shifting cultivation, annually moving his house to a new stretch of burnt down jungle for a new crop of maize.

His sons were hunting at the time and he demonstrated his own extreme skill with his bow and arrow and hunting dog. His traditional way of life was little influenced by modern development; he had a culture to preserve.

But we were witnessing almost a piece of Sri Lanka's history. When Tissaharni is gone, the Government will attempt to end the wasteful, shifting cultivation, and thus will end a Vedda life style which has existed for thousands of years.



Elephant bathing at Kundu.

A 600ft climb up the precipitous slopes of Sigiriya Rock was to introduce us to ancient Ceylon. On its summit were the ruins of a fifth century palace. It was situated in an area rich in evidence of civilisations past, and our chosen study was the ancient rock temple of Isurumuniya, or Anuradhapura. Still occupied by Buddhist monks, it dates back 300 years before Christ and is still an important and beautiful shrine. At Polonnaruwa, the giant carved Buddhas were a mere 800 years old. Irrigation "tanks" which made the land agriculturally impossible in the British Empire, remain as extensive lakes still in use today.

It was all so interesting, so impressive, yet our historical studies were little more than a floating phantasm. There is more than enough history to be seen in the archaeological and archaeological expeditions—now there is an idea for the future!

Our second main base was at Wilpattu National Park—the "Lanka District of Ceylon". A wild and attractive region of wooded grassland and numerous waterholes, Wilpattu is teeming with wildlife. Conservation was first established by the early kings 1,000 years before we even thought of it. Today Wilpattu is the finest leopard area in the world. Some fifteen sightings were recorded from our game viewing jeeps, on one occasion a leopard and cub crossed the track, while at another scene of a kill a family of four devoured the last remnants of a sambar deer.

Graciously spotted deer in herds, drooping, aggressive but harmless elephants, man-eating crocodiles and harmless iguanas, grey langur monkeys, little red monkeys; there was much to see and study. In August it was a bird watcher's paradise. We lived in a wooden bungalow and slept on the verandah

many miles inside the National Park. A few yards away the hundreds of birds, Red-wattled, wings, brown Brahmin kites, blue Indian rollers, grey bee-eaters, egrets by the peepers, all by the hundreds, were started by the sound of a horn. We were observing from our camp. For a flora and fauna Wilpattu ideal. If we were not before a school expedition in Sri Lanka was economically impossible where there's a will there's a way. It was preceded by—Morocco, Tunisia, Lapland and Iceland. It was most distant, yet most successful expedition to date.

Sri Lanka must be one of the world's most beautiful and hospitable islands. It has the most hospitable and friendly people I have met. Students were a credit to the generation, flexible, tolerant, working and good humoured. We were the recipe for success. The pupils played a major part. Preparations and fund raising at schools were fully supporting and encouraging.

"In the words of our student: 'So much to see, so much to do, so little time'."

"Vivid landscapes, lush vegetation, smiling faces, bounding monkeys, extending plains, and best of all, friendship between people."

The nearest I've been to paradise.



Members of the expedition from Crosville School, Cwmbran, and Cusick School, Thornbury. Tony Johnson far right with the driver of the expedition's twenty-year-old bus.

Chief Tissaharni

SECONDARY Careers continued from page 32

SOUTH TYNESIDE

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Scale 1 Posts

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SUMATRA—INDONESIA

Medan

International School

The Medan International School has vacancies for qualified, experienced teachers including those with experience as principals/administrators. The school has approx 125 pupils, from 5-14 years old. The curriculum is American and the medium of instruction is English. We are offering the following salaries and benefits.

- (1) Tax free salaries of approx US\$10,000 for teachers and approx US\$16,000 for principal/administrator.
- (2) Free furnished housing and utilities.
- (3) Free return air fares and allowance for shipment of personal effects.
- (4) Free transport and from school.
- (5) Two-year contracts from September, 1978, renewable.

Qualifications

We are looking for qualified teachers with a minimum of five years' experience of teaching children in the 5-14 age group. We would like a married couple, both of whom would be employed as teachers. For further details write (Air Mail) to:
The Board of Directors Medan International School
JL. DR. CIPTO No. 5, Medan, Sumatra, Indonesia.

BOTSWANA

Senior Lecturer/ Head of Craft Level Training

c. £6515 - £8871

To be responsible to the Principal for the organisation and control of a wide range of craft courses at The National Centre for Vocational Training, a new and developing institution situated in a pleasant campus on the outskirts of Gaborone. Candidates should preferably be Chartered or Graduate Engineers and have extensive teaching and administrative experience in Further Education. Appointment is on agreement to the Government of Botswana for 30-36 months initially commencing as soon as possible. 25% terminal gratuity on basic salary; free passages; subsidised accommodation; holiday visit passages and education allowances for children; appointment grant and interest-free car loan are payable in certain circumstances. Applicants, who should be citizens of the U.K., can obtain further details and application form, returnable by 27.1.78, from the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS.

MINISTRY OF DEFENCE

SERVICE CHILDREN'S EDUCATION AUTHORITY

PRIMARY AND MIDDLE SCHOOL TEACHER VACANCIES 1978

Applications are invited from qualified assistant teachers, who are at present teaching in schools in the United Kingdom for vacancies in Service Children's Schools overseas in 1978, mainly in British Families Education Service schools in North West Europe.

All applicants should be fully acquainted with modern Primary or Middle School teaching methods.

Salary is in accordance with current Burnham Scales plus supplements and London Allowance of £402 p.a.

Superannuation—normal rights are safeguarded. Foreign Service Allowances—tax free allowance is payable. Accommodation—is provided rent-free.

Duration of Engagement—initial engagement is for three years.

All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 50, and, therefore, the preferred age is under 47 years at the commencement of the engagement.

Requests for application forms and further information should be made on a postcard or by telephone to:

Service Children's
Education Authority
AW 3160
Teacher Appointments
Section
1AS, Court Road, Eltham,
LONDON SE9 3NR.
Tel: 01-859 2112, ext. 298
or 221.

SCEA

OVERSEAS Appointments continued

QUEBEC

TEACHING OPPORTUNITIES

Exchange opportunities are available to qualified teachers in the English medium of instruction in the province of Quebec, Canada.

Teachers should be residents in the United Kingdom and have appropriate qualifications for the post.

For further details and application forms, write to the Canadian Council on Educational Exchanges, 1511 Avenue Road, Westmount, Quebec H3T 2M4.

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LEBANON

FRIENDS SERVICE COUNCIL BROMMANA HIGH SCHOOL

This Quaker school situated near the village of Brommana and with easy access to Beirut, offers a variety of posts for teachers in the English medium of instruction.

Applications are invited from qualified teachers for the following posts:

(1) ENGLISH as a foreign language.

(2) MATHEMATICS or PHYSICS.

Salaries and allowances are paid in full and are subject to the usual financial arrangements.

Preference will be given for those willing to take up posts in the immediate future.

For further details and application forms, write to the Friends Service Council, 1511 Avenue Road, Westmount, Quebec H3T 2M4.

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DUBAI

CHARLES SA'D TRUST NATIONAL COLLEGE OF TECHNOLOGY

Applications are invited from qualified teachers for the following posts:

(1) ENGLISH as a foreign language.

(2) MATHEMATICS or PHYSICS.

Salaries and allowances are paid in full and are subject to the usual financial arrangements.

Preference will be given for those willing to take up posts in the immediate future.

For further details and application forms, write to the Charles Sa'd Trust, 1511 Avenue Road, Westmount, Quebec H3T 2M4.

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EAST MIDLAND REGIONAL EXAMINATIONS BOARD

WEST MIDLANDS EXAMINATIONS BOARD

for the CERTIFICATE OF SECONDARY EDUCATION

RESEARCH OFFICER

Applications are invited for the above post, which is to be a newly established joint appointment from 1st May, 1978. The Board is looking for a person with suitable academic qualifications (preferably a degree in Mathematics or Statistics), together with adequate experience in educational research (preferably in the field of examinations) and some teaching experience. Conditions of Service will be those of the National Joint Council for Local Authority Staff and the post will be superannuable. Salary will be within the P.O. 1 range (points 1-5) which currently is £5,209-£5,770 (inclusive of supplements).

The Research Officer will be based on either Birmingham or Nottingham according to circumstances. Full details and application forms may be obtained from The Secretary, West Midlands Examinations Board, Norfolk House, Smallbrook, Queensway, Birmingham B5 4NJ.

Completed application forms must be returned by 31st January, 1978.

ASSISTANT MASTERS ASSOCIATION

APPOINTMENT OF GENERAL SECRETARY

Mr. A. W. S. Hutchings, C.B.E., M.A., GENERAL SECRETARY of the Assistant Masters Association, will be retiring on December 31st, 1978.

Applications are invited for this post, the successful applicant to take office from a date to be arranged. The GENERAL SECRETARY will be responsible for organising the work of the Assistant Masters Association. The post is responsible and salary will be on the scale £10,000-£10,600.

Teaching experience and evidence of involvement in the activities of a teachers' organisation or similar educational experience will be a strong recommendation.

Applications are required on or before February 28, 1978. Intending applicants should in the first place write to the Assistant Masters Association, Gordon House, 29 Gordon Square, London WC1H 0PT, for further details, marking the envelope APPLICATIONS-PRIVATE.

BRITISH FILM INSTITUTE

HEAD OF EDUCATIONAL ADVISORY SERVICE

The Educational Advisory Service is the Institute's principal point of contact with organised education at all levels. Its activities include advising teachers, and helping to construct and arrange curriculum teaching projects, producing study materials and publications, and providing a lecture service.

The Head of Department is responsible for managing and developing these activities, and is a member of the Institute's Executive. It is intended that a research element will be added to the work of the department, and the Head of Department will have overall responsibility for establishing research arrangements and orientations.

Candidates should have good educational experience, well informed knowledge of current debates in film, television and other media in general, and be capable of organising with experience of general and financial administration.

Starting salary £7,810, on a scale rising to £8,700 (including supplements). Pay review April, 1979. Application forms and further information from Personnel Department, 61 Dean Street, London W1P 6AA, Tel. 01-437 4355. Closing date February 10, 1978.

Educational Psychologist

£4,683-£7,458

To work in the School Psychological Service, 80 Gayton Road, Harrow.

Applicants (men and women) should have an Honours Degree in Psychology, a Post Graduate qualification in Educational Psychology and suitable qualified teaching experience.

A car allowance is payable.

Further details available from the Principal Educational Psychologist (Telephone 01-883 6311) with whom arrangements may be made to visit the School Psychological Service.

Application form from the Assistant Controller (Marlow Services), London Borough of Harrow, P.O. Box 57, Chio Centre, Harrow, Middx. HA1 2XF, within 14 days.

Harrow Education

ADMINISTRATION

General continued

ULSTER

THE NEW UNIVERSITY ASSISTANT PHYSICAL EDUCATION OFFICER

Applications are invited for the above post. Candidates should have a degree in Physical Education or a related subject, and be qualified for the post. Salary scale is £5,111 to £5,711 (inclusive of supplements).

Applicants should send their applications, together with three references, to the Principal, The New University, 11th Floor, 11th Avenue, Belfast, BT7 1BB. Closing date: 1st February, 1978.

Child Care

KIRKLEES

Metropolitan Council of Educational Services (Kirklees) is seeking a person to fill the post of Educational Services Officer. The successful candidate will be responsible for the day-to-day running of the Council's educational services, including the management of the Council's staff, the provision of educational facilities, and the organisation of educational activities.

Applicants should have a degree in Education or a related subject, and be qualified for the post. Salary scale is £5,111 to £5,711 (inclusive of supplements).

Applicants should send their applications, together with three references, to the Principal, The New University, 11th Floor, 11th Avenue, Belfast, BT7 1BB. Closing date: 1st February, 1978.

Educational Psychologists

KENT COUNTY COUNCIL is seeking a person to fill the post of Educational Psychologist. The successful candidate will be responsible for the day-to-day running of the Council's educational services, including the management of the Council's staff, the provision of educational facilities, and the organisation of educational activities.

Applicants should have a degree in Education or a related subject, and be qualified for the post. Salary scale is £5,111 to £5,711 (inclusive of supplements).

Applicants should send their applications, together with three references, to the Principal, The New University, 11th Floor, 11th Avenue, Belfast, BT7 1BB. Closing date: 1st February, 1978.

LONDON

EDUCATIONAL TRAINING

Applications are invited for the above post. Candidates should have a degree in Education or a related subject, and be qualified for the post. Salary scale is £5,111 to £5,711 (inclusive of supplements).

Applicants should send their applications, together with three references, to the Principal, The New University, 11th Floor, 11th Avenue, Belfast, BT7 1BB. Closing date: 1st February, 1978.

Examiners

LONDON

THE UNIVERSITY OF LONDON

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for the post of Examiner in the examination of candidates for the General Certificate of Education. The successful candidate will be responsible for the day-to-day running of the Council's educational services, including the management of the Council's staff, the provision of educational facilities, and the organisation of educational activities.

Applicants should have a degree in Education or a related subject, and be qualified for the post. Salary scale is £5,111 to £5,711 (inclusive of supplements).

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UNIVERSITY OF LONDON

UNIVERSITY EXAMINATIONS BOARD

CLERICAL EXAMINATIONS

The Council invites applications for the following posts:

TWO CHIEF EXAMINERS IN ADVANCED LEVEL

The Council invites applications for the following posts:

NORTH WEST REGIONAL EXAMINATIONS BOARD

CERTIFICATE OF SECONDARY EDUCATION

Applications are invited for the following appointments:

SOUTHERN REGIONAL EXAMINATIONS BOARD

CERTIFICATE OF SECONDARY EDUCATION

Applications are invited for the following appointments:

SOUTHERN REGIONAL EXAMINATIONS BOARD

CERTIFICATE OF SECONDARY EDUCATION

Applications are invited for the following appointments:

SOUTHERN REGIONAL EXAMINATIONS BOARD

CERTIFICATE OF SECONDARY EDUCATION

Applications are invited for the following appointments:

SOUTHERN REGIONAL EXAMINATIONS BOARD

CERTIFICATE OF SECONDARY EDUCATION

Applications are invited for the following appointments:

SOUTHERN REGIONAL EXAMINATIONS BOARD

CERTIFICATE OF SECONDARY EDUCATION

Leicestershire EDUCATIONAL PSYCHOLOGIST

Salary £5,100 to £6,660 per annum plus supplements £301 per annum.

For School Psychological Service and Child and Guidance Service. Opportunities to follow and to specialise in psychology or equivalent, clinical and teaching experience essential. Consideration given to persons completing course of training, or holding a postgraduate qualification in psychology or equivalent. For further details, apply to the Director of Education, County Hall, Leicester, LE1 3RR, by 8th February.

Applications (no forms) with names and addresses, two referees to Director of Education, County Hall, Leicester, LE1 3RR, by 8th February.

Psychologist

£3,900 - £8,660 plus up to £250 supplement

Required from 5th March 1978 to act as a research officer on an Urban Aid project that will involve research into methods of early identification of disturbed children. It is hoped that concentrated studies of young children will reveal behavioural characteristics which are indicators of anti-social behaviour in their later school careers. In addition to the diagnostic aspects of the work the Officer may formulate prescriptions for action by the Authority. Must possess a degree in Psychology and have sound research experience. Appointment will be for the period of Urban Aid funding i.e. 3 years in the first instance.

Application forms and further details from the Establishment Officer, Town Hall, Barnsley.

Closing date 27th January 1978.

BARNSELY METROPOLITAN BOROUGH COUNCIL

COULD YOU TEACH THE ROYAL NAVY A THING OR TWO?

If you have the rare combination of talent, initiative and leadership, you could become an Instructor Officer. As the title implies, you'll be far more than just a teacher. You'll be an Officer in the Royal Navy. And that means you'll be expected to exercise authority and constantly set an example. Your students could range from new entry ratings to Officers on postgraduate courses. If you haven't taught before, don't worry. We'll train you. At 24 you could be earning £5,078 p.a. You can join on a 5-year Short Career Commission with the option of leaving after 3 years, with a tax-free gratuity of £515 for each year of service. There are also opportunities after 2 years' service to apply for transfer to a longer pensionable commission.

ROYAL NAVY OFFICER

Of course, there's much more to life in the Royal Navy than we can tell you about here. So if you'd like to know more about a career as an Instructor Officer and you're between the ages of 21 and 32, with a degree, HND or HNC, or a teaching certificate, fill in this coupon and send it to:

Lieutenant Commander V.J. Tunstall MA, PhD, MIL, RN, DNOA(I), (949 IOE1), Room 120, Ripley Block, Old Admiralty Building, London SW1A 2BE.

Name _____ Date of Birth _____

Address _____

Tel. No. _____

Qualifications _____

THE TIMES EDUCATIONAL SUPPLEMENT 13.1.78

EXAMINERS

continued

SOUTHERN UNIVERSITIES' SCHOOL EXAMINATIONS

THE EXAMINATIONS 1978. Applications are invited for the following posts:

ASSISTANT EXAMINERS

OF LATE IN SCHOOL CLASSES

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Applications are invited for the following posts:

KINGSTON upon Thames

ASSISTANT EXAMINERS

Applications are invited for the following posts:

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OF LATE IN SCHOOL CLASSES

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Applications are invited for the following posts:

LONDON

ASSISTANT EXAMINERS

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